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ABSTRACT

This document chronicles the assessment activities at St. Louis Community College (SLCC), Missouri, that were part of a 5-year plan adopted in 1999. The plan was a response to the North Central Association's (NCA) recommendation that SLCC receive 10 years of accreditation as a single institution (until the 2007-2008 school year), contingent upon a successful Focused Visit. The visit would review three areas of concern: (1) district governance and leadership, (2) Human Resources, and (3) assessment. Section 1, "NCA Focused Visit: Process & Product," describes the history of SLCC's involvement with the assessment process. Section 2, "Assessment of Academic Programs," explains that assessment of more popular courses serves the dual purpose of providing a required assessment for both an academic course and an academic program, since these courses are often the staple offerings of their departments. Almost 90% of academic departments at SLCC were actively engaged in course assessment throughout the 2000-2001 academic year. More than 87% of transfer students surveyed said if they had it to do again, they would still begin their education at SLCC. Section 3, "Assessment of Career Programs," reports that 71% of 2000 career graduates were employed in a related field within 180 days of graduation. Other sections include "College Services," "Closing the Loop," and "Shifting the Culture." (NB)

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St. Louis Community College

Assessment

ANNUAL ASSESSMENT REPORT

2000 - 2001

October 2001
St. Louis Community College
St. Louis, MO

Prepared by
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Prologue: Implementing the "Five-Year Strategy to Improve Assessment"

The "Five-Year Plan," formally adopted on February 8, 1999 is the roadmap SLCC Assessment followed to its successful NCA Focused Visit last January. The policies and procedures in that plan, adopted both by governance and by assessment, have successfully brought SLCC Assessment to a satisfying moment, a juncture where our progress may be appreciated and evaluated. This report attempts to explain the intriguing position in which SLCC Assessment now finds itself. While our progress and success allow us time to reflect, the momentum of our progress (and the reality of impending site visits) dictates that we should continue to push or risk losing that momentum. The story of Assessment in 2000 – 2001 has two significant sides: before and after.

Before

The "before" picture was drawn according to a series of plans that eventually merged into the Five-Year Plan. The assessment plan submitted to NCA in December 1996, prescribed a structure built on the principle of a faculty-driven process because that principle seemed to guide most successful assessment plans at other institutions. The Plan was developed by the College-wide Assessment Council formed in August 1996 in pursuance of the 1995 Assessment Plan submitted to NCA. The Council developed the 1996 three-year Assessment Plan "to create a culture of assessment, to generate systemic and systematic assessment of student learning and to feed information back to faculty for improvement of courses, curriculums and programs."

Following the advice of Dr. Jim Nichols, a consultant with Institutional Effectiveness Associates, initial efforts at assessment were focused on the program level, with appropriate attention to be paid to department, course, and classroom levels. Assessment plans for programs were to include intended educational outcomes or objectives, means for assessment and criteria for success, and a plan for use of the results. College services were to conduct program assessment using the same model. Among these diverse activities, the College would continue to focus on its mission "that education should be a rewarding experience offered in an environment that fosters the growth and well-being of all members of the community it serves."

The plan was to meet NCA's demand for evidence of an emerging "culture of assessment." But, as that story goes, NCA found that in many cases SLCC had surpassed the demands for quality assessment made upon it. In short, SLCC presented evidence of a culture of assessment more mature than expected, testimony to the hard work and efforts of everyone at SLCC. (Section I)

After

While "prepare" for the NCA Focused Visit was the watchword in Fall 2000, "persevere" may have been as meaningful a mantra throughout 2000 – 2001. Many at SLCC have become more conscious of the need to promote long-term growth in and through assessment. Thus, it is easy to discern the steady pursuit of assessment this past year in SLCC Academic Programs (Section II) – among the faculty, staff and administrators working on Departmental (Course) assessment as well as within assessment projects for the Developmental, General Education, and College Transfer programs. The same, and more so, is obviously true of those working primarily in Career Programs (Section III), for in addition to completing the required course and program assessments, many were obligated to provide assessment-type data for other significant purposes, depending of course on the type of program. Assessment in College Services (Section IV) has been lively as well, especially in Service's assessment of its own assessment, owing to a District-wide Task Force charged to consider the need for a redesign of assessment related to institutional effectiveness. Finally, our assessing has brought us closer to "closing the loop" (Section V) and fulfilling the purpose of assessment; i.e., making the improvements (when / where) stipulated by the given assessment.

For some faculty, conversion to an assessment focus has inspired a fundamental change in teaching practice, to a more learner-centered pedagogy. For others, this cultural shift has stimulated more participation in assessment-related activities (Section VI), while for a number of faculty, staff, and administrators it has encouraged involvement in research initiatives whose basic elements are grounded in assessment (Section VII). For most at SLCC, the NCA mandate for more assessment has not ended with the closing paragraph of the NCA visiting team's report. That story is ongoing (Section VIII), and its ending – though not specifically spelled out – is not ambiguous. The moral of that story is: "Assessment is what we must do for – not to – our students, ourselves, our College!"

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Today's News

Thursday, March 6, 2003

U.S. Lawmaker Plans Bill That Would Penalize Colleges That Raise Tuition Too Much

By STEPHEN BURD

Washington

A key Republican in the U.S. House of Representatives announced on Wednesday that he plans to introduce legislation that would punish colleges that raise their prices too much.

Rep. Howard P. (Buck) McKeon, the California Republican who heads the House subcommittee on higher education, said that his bill would aim to increase college affordability and accessibility. "For the decade that I have been in Congress, I have heard people on all sides of the issue talk about making college affordable for all American families, with little result," he said in a written statement. "I will not wait any longer. Students are depending on us now."

Under the bill that Mr. McKeon plans to introduce within the next several weeks, a college that increased its cost of attendance by twice the rate of inflation or more would be required to provide the U.S. Education Department with a written statement explaining why it exceeded that ceiling and a strategic plan outlining how it planned to hold down future price increases. If the college failed within a year to bring its tuition increase back beneath the double-the-rate-of-inflation ceiling, sanctions would be triggered, including a possible loss of eligibility to participate in the federal student-aid programs.

College lobbyists called the plan "misguided" and "irresponsible." They said they were taken by surprise by the plan and were shocked that it came from Mr. McKeon, with whom they have long had good relations.

Headlines

U.S. lawmaker plans bill that would penalize colleges that raise tuition too high

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Thousands of students walk out of classes to protest possible war

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Colleges fail to foster students' moral and civic development, Carnegie report says

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6 new chief executives are announced

New Cornell U. system will meter network use and charge for "extreme" amounts

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Terry W. Hartle, senior vice president for government and public affairs at the American Council on Education, said that imposing price controls on colleges was a bad idea. "If enacted, this proposal would represent an enormous expansion of the federal government's control of colleges," he said. "And it's hard to imagine that such a proposal is being sponsored by a champion of free enterprise and market economics."

Mr. McKeon's decision to unveil his bill now "was incredibly ill-timed," Mr. Hartle said, considering that so many financially strapped states are slashing their support for higher education, forcing many public colleges to raise their tuition. He noted that 37 states enacted midyear budget cuts this academic year, and that at least 20 states expect to spend less next year than they did this year.

"Would he tell hospitals, I don't care if you have to put bunk beds in the intensive-care unit, keep your prices down?" Mr. Hartle asked.

In an interview, Mr. McKeon said that, because he is a fiscal conservative, it had been difficult for him to offer the proposal. But, he said, he did not believe that the bill would impose price controls on colleges. He noted that, under his plan, colleges would ultimately decide whether they wanted to reduce their prices.

"The last thing I want to do is to tell colleges how to run their businesses," he said. "But I don't want to be an accomplice helping them raise their prices by providing more and more federal aid."

Mr. McKeon said it is frustrating to keep increasing spending on the student-aid programs, only to see colleges continue to increase their prices so significantly.

"We're doing our part -- we've increased spending on Pell Grants and reduced student-loan interest rates to an all-time low," he said. "But we can never provide enough aid if colleges just keep raising their costs."

According to an annual survey by the College Board, tuition at public four-year colleges rose by 9.6 percent for the current academic year. At private four-year colleges, it rose by 5.8 percent, and at public two-year colleges, it rose by 7.9 percent. The rate of inflation, as measured by the Consumer Price Index, was 1.5 percent for the fiscal year that ended September 30 (*The Chronicle*, November 1).

The bill that Mr. McKeon plans to introduce would also allow the Education Department to create a program of "college affordability experimentation sites," which would reduce regulations for colleges that "try new innovative approaches to delivering higher education while increasing college affordability," according to a news release from Mr. McKeon's office.

Background articles from *The Chronicle:*

- The Disappearing State in Public Higher Education (2/28/2003)
- Congress Finishes 2003 Budget at Last, Giving Raises for Pell Grants and NIH (2/28/2003)
- Another Bleak Budget Year (1/3/2003)
- Public-College Tuition Jumps at Highest Rate in 10 Years (11/1/2002)

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St. Louis Community College

Assessment

SECTION I NCA Focused Visit: Process & Product

In 1998 the NCA Evaluation Team recommended that the College receive ten years of accreditation as a single institution until 2007-08, contingent upon a successful Focused Visit, scheduled for January 29-30, 2001. The Focused Visit would review three areas of concern: district governance and leadership, Human Resources, and assessment.

Two years later, NCA discovered that St. Louis Community College responded to NCA's "concern" by exceeding all expectations. Not long after NCA's initial visit in 1998, SLCC assessment pioneers — faculty and administrators — introduced us to and schooled us in the language and lore of assessment. Well before NCA returned in January 2001, SLCC faculty, staff, students and administrators were preparing the ground and planting the seeds of assessment. By January 2001, the harvest had begun: evidence of a burgeoning "culture of assessment" was obvious everywhere.

Thanks to the considerable efforts of Richard Baker, first and former Coordinator of Assessment, along with the countless teams of faculty, staff and administrators Baker assembled, SLCC Assessment was well-prepared for the NCA Focused Visit in 2001. Collaborating with Sally Souder and Donna Spaulding, faculty (released and) assigned to orchestrate the Focused Visit as Administrative Interns to Vice Chancellor Patricia Donohue, Dr. Baker steadily gathered and organized the data confirming our growing knowledge of and increasing efforts in the assessment process. All was ready for late January 2001.

Consequently, SLCC Assessment in 2000 - 2001 progressed as a good novel should — with rising action thanks to detailed development throughout the fall, a successful climax in early winter, resolution and falling action during the spring. And thanks to its hard-working cast of characters, SLCC's NCA Focused Visit had a happy ending, for the visiting team was quite pleased with our assessment story: "Rarely has a College accomplished so much (in assessment) in such a short time" (according to NCA Focused Visit Team Leader, Dr. Susan Murphy, Dean of Arts and Science, Albuquerque Technical Vocational Institute).

Both our preparation and progress in assessment were outstanding. This is evident in the following status report "Ongoing Assessment at SLCC, 2000 — 2001" provided for the NCA Team on January 24, 2001 upon its visit with the SLCC Assessment teams: the Assessment Resource Persons; the District Assessment Council; the Campus Assessment Committees.

> There is considerable assessment-related activity going on at SLCC this academic year. Much of this is motivated by the annual schedule of required classroom, course, and program assessment (for a progress report, see the SLCC Assessment website, http://www.stlcc.cc.mo.us/nca/ , NCA Progress Update 2000 — 2001).

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Moreover, this year SLCC is pursuing initiatives in a number of critical academic areas. In each of these, assessment is a significant feature built into the process. Consequently, assessment issues are thoroughly integrated into the project designs

- of the General Education 2000 Task Force, a major project motivated by a recent state mandate, thus far involving more than half the full-time faculty at SLCC
- in several departments undertaking assessment of key courses or longstanding problem areas
- in the College's program reviews
- of the Developmental Task Force.

Furthermore, we are pursuing a number of endeavors generated by our recent "Assessment of Assessment" report through:

- more extensive training opportunities for our Assessment Resource Persons
- a task force to refine the assessment process in College Services
- the creation and implementation of original intranet software for SLCC assessment — CARIS, College Assessment Records and Information System.

To some extent, these new assessment ventures have complicated the regular assessment process this year. However, the long-term benefits of both the projects and the initiatives to the assessment of student learning far outweigh the temporary inconvenience or confusion.

The College has been moving steadily toward a culture of assessment, as the *Annual Assessment Report 1999 — 2000* indicates. Because of the number and intensity of current assessment projects, I propose that SLCC's culture of assessment is poised for quite a leap.

Our assessment "hops" (leaping ability) were most evident at the January 24 meeting, as the faculty, staff, and administrators present impressed the NCA Team with both their knowledge of and fervor for "good" assessment. Of course, the NCA Team had already discovered sufficient evidence of the evolving culture of assessment in the Focused Visit Report, such as what follows:

- External assessment of the assessment program is one type of evidence.

- Internal assessment of the assessment program is another.

- The improvements in participation rates and the increasingly positive general tone of the annual assessment reports from 1998 through 2000 provide further evidence.

- The College Academic Council (CAC) and the College Institutional Affairs Council (CIAC) have built assessment into their bylaws; the chairs present annual reports of effectiveness. In Spring 2000, an Ad Hoc Task Force on the Assessment of Governance, composed of representatives of CAC and CIAC, met with the Assessment Coordinator and created a proposal on means of assessment for the councils. The proposal has been submitted to the councils for approval and implementation.
- The Strategic Technology and Redesign of Services (STARS) project involves an assessment of College operations, the scope and effectiveness of each procedure, and recommendations for change.
- Assessment plans are required in program proposals. The District Curriculum Committee adopted that change in Spring 1999.
- Outcomes data for all career programs is reported to associate deans and is used by the District Assessment Council to recommend program reviews.
- New assessment committee members are appointed annually now by governance councils
- The first transition from one Assessment Coordinator to another is proceeding smoothly; Richard Baker, the first coordinator, has been awarded released time in Fall 2000 for the transition period. Larry McDoniel, SLCC's second coordinator, has full released time from other faculty responsibilities to serve as Assessment Coordinator from 2000 to 2003.

Throughout 2000 — 2001, there was so much assessment-related activity at SLCC that sometimes it was difficult to keep everything moving in an orderly and purposeful way. Consequently, establishing and maintaining our priorities was a significant venture, as the Focused Visit Report points out:

> The College understands that assessment is an on-going process, not a single cycle. The College is also aware that planning alone is ineffectual; we must be able to document use of assessment results–and then assess whether changes we have made actually worked — double closing the loop. We must keep our goals in mind: to enhance student academic performance and to improve student services.

Indeed, use of assessment terms such as "CATs" and "multiple measures" has now become as common on our campuses as "credit hours" or "FTE's." Nevertheless, our relatively brief history reminds us that overdoing assessment can severely constrict those that we hope to liberate. Our students, faculty, and programs do not need more assessment episodes to realize fulfillment; rather, they require more valid and reliable applications of assessment that matter. To use a homey analogy many apply and even more claim authorship: " The pig will not fare better merely from having been weighed."

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St. Louis Community College

Assessment

SECTION II Assessment of Academic Programs

Assessment of Academic Programs: Classroom

Faculty awareness of and involvement in assessment continued at a rate consistent with 1999-2000. Evidence of this is indicated in a number of ways, although certainly not all are quantifiable. Nevertheless, the numbers don't lie, and the data here is convincing enough to prove that SLCC faculty in academic areas have persisted in conducting and reporting their own soundings in their classrooms, commonly provided by Classroom Assessment Techniques, better known as CATs. CATs numbers are significant because they point to faculty's firsthand involvement with assessment at its most critical intersection, the classroom. It is through CATs that faculty interact directly with students to assess their learning needs as they occur. And although most faculty will "report" only one such occurrence, many could report multiple assessment episodes. Thus, the CATs data presented below are both actual and symbolic, the tip of the iceberg.

Table 1 (page 6, below) shows that approximately 250 full-time faculty and slightly more than 300 part-time faculty used CATs to assess students in at least one of their Fall 2000 classes. Both numbers could be pushed upward, for many faculty, though not required to, conducted such assessments in more than one Fall 2000 class. The full-time faculty reports are consistent with last year's total of 244, whereas this year's part-time numbers are down considerably when compared with last year's 430 in the fall. In Spring 2001, there was a slight decline in full-time (186) but overall CATs numbers compare more favorably with last spring's figures, 202 and 331.

	FALL 2000		SPRING 2001	
Discipline	CAT summary		CAT summary	
	FT	PT	FT	PT
Anthropology	2	0	1	0
Accounting	4/7	12/18	4/4	8/19
AOS	3/3	1/8	2/2	6/10
Information Systems	7/15	13/53		2/7 4/41
Art	19/29	52/115	12/29	59/115
Biology	16/17	20/29	11/17	12/33
Business	10/10	15/28	9/17	21/40

Chemistry	10/10	13/14	5/10	9/13
Communications	48/74 (FT&PT) FP&FV&M		13/15 (FT) FP&M 17/33 (PT) FP&M13/21 (FT&PT) FV	
Counseling	9/19		6/19	
Engineering	10/15	27/46	11/15	7/35
English	20/54	25/100	14/50	14/100
ESL	4/4	23/23	5/5	14/17
Foreign Languages	4/5	2/10	4/5	14/18
Geology/Geography	See Physics		See Physics	
History	1 CAT(FT) submitted		1 CAT(FT) submitted	
Humanities/Philosophy	8/9	6/12	6/7	3/11
Library Science	8/8	5/N	7/9	9/12
Mathematics	20/40	15/114	19/39	45/118
Music			2/4	13/35
Physical Education	11/11	48/56	10/11	35/67
Physics (+Geology/Geog)	8/9	8/16	5/11	7/12
Political Science			1 CAT(FT) submitted	
Psychology	8	17	5	12
Reading	9/12	9/15	9/11	10/15
Sociology	4	11	3	7
Teacher Education	5/5	4/10	5/6	4/11
Totals	**248**	**326**	**186**	**330**

In most academic departments, assessment of a "bread-n-butter" course continued to be the assessment project that gathered the most serious attention. The more popular courses, courses in each department that attract the most students, are the ones that faculty (and students) commonly want to know about and improve. The assessment projects for such courses always intend to close the loop. They seek answers to our basic assessment question: "How can we do this better?"

A significant number of course assessments were being conducted prior to the NCA Focused Visit. Actually, assessment of the more popular courses serves a dual purpose, that of providing a required assessment for both an academic course and usually an academic program, since specific courses are easily identified as the staples of say the mathematics, business, or writing programs at SLCC. Consequently, course assessment at SLCC says as much indirectly as it says directly, indicating much about our programs while telling us more about our courses.

The records show (Table 2) that most of the academic departments proposed course assessments, with several intending to assess more than one course. Many departments completed their intended course assessments and are ready to spoon in the improvements called for in Fall, 2001. Of the 26 academic departments, 17 (65.4%) completed the entire course assessment sequence (represented by Forms A — D) for at least one course during or soon after Spring 2001. 3 of the 26 (11.5%) are currently compiling their data. 2 of the 26 departments / units (7.7%) have opted to extend their assessment projects into the Fall 2001, either to collect assessment results or to add to their results. Only 2 of the 26 academic departments / units (7.7%) offering courses regularly (thus, not counting Library) did not submit any assessment reports and did not plan to conduct a course assessment in 2000 - 2001. Consequently, almost 90% of the academic departments at SLCC were actively engaged in course assessment throughout 2000 — 2001. This clearly illustrates the extent to which assessment has become an integral part of that very significant portion of our careers and our academic culture — the course.

Course Assessment Summary 2000 — 2001

Discipline	**Course Assessment**			
	Form A	Form B Plan	Form C Results	Form D Use
Accounting	X	ACC 100	X	X
Anthropology	X	(Fall 2001)		
AOS	X	AOS 101	X	X
Art	X	ART 109	X	X
Biology	X	BIO 111	(Fall 2001)	
Business	X	BUS 104	X	X
		ECO 151	X	X
Chemistry	X	CHM 101	(Fall 2001)	
Communications	X	COM 101	X	X

Counseling	X	PRD 102	X	X
Engineering	X	ESC 203	X	X
English	X	ENG 030	X	(Spring 2002)
		ENG 102	(Fall 2001)	
ESL	X	ENG 050	X X	(Fall 2001)
		ENG 051	X	(Fall 2001)
		ENG O60	X	(Fall 2001)
		ENG 061	X	(Fall 2001)
		ENG 070		(Fall 2001)
Foreign Languages	X	FRE 101		
		GER 101	SPA 101	SPA 101
		SPA 101		
Geology/ Geography	X	(Fall 2001)		
History				
Humanities/ Philosophy	X	PHL 103	X	X
Information Systems	X	IS 103	X	X
Library Science	X	-	-	-
Mathematics	X	MTH 007	X	X
		MTH 160	X	(Fall 2001)
Music	X	MUS 101	X	X
Physical Education	X	PE 200	X	X
		PE 137	X	X
Physics	X	PSI 111	X	X
Political Science				
Psychology	X	PSY 200	X	X

Reading	X	RDG 020	(Fall 2001)	
		RDG 030	(Fall 2001)	
Sociology	X	SOC 101	X	X
Teacher Education	X	EDU 200	X	X
		EDU 211	X	X
TOTALS	**24**	**34**	**26**	**18**
(n / 26)		**duplication > greater than n**		

Assessment of Academic Programs: Developmental Education

At the request of faculty, the Office of Institutional Research and Planning (OIRP) conducted exploratory research that examined the relationship between student reading ability and student performance in Fundamentals of Chemistry 1. Students' ACCUPLACER reading scores provided the index of reading ability, and students' grades were used as the measure of course performance. In addition to addressing faculty concerns about the impact of student reading ability on course performance, these preliminary investigations were undertaken to inform: (1) policies regarding prerequisites for the general education curriculum; (2) the design of the developmental education curriculum; and (3) inquiries about ACCUPLACER cut-scores. [See Fields, H.V., Tichenor, R., and Cosgrove, J. (February 2001). ACCUPLACER Scores and Performance of New Students in Fundamentals of Chemistry 1 (Meramec Campus, Fall 1999 and Spring 2000), TM-01-#05; and Fields, H.V. and Cosgrove, J. (May 2001). Performance in General Psychology and Reading Level (Forest Park Campus, Fall 2000), TM-01-#06 for the complete reports.]

Reading Ability and Fundamental of Chemistry 1 (Chemistry 101)

The investigation of student performance in chemistry and reading ability was executed for the Meramec campus and was restricted to "new" students whose initial enrollment at the Meramec campus and in Chemistry 101 occurred during the Fall 1999 or Spring 2000). This approach was used to minimize potential increments in reading ability attributable to the SLCC academic experience. While the primary focus of the research was reading proficiency, the relationship between student grades and ACCUPLACER scores in English and mathematics (arithmetic, elementary algebra, and college level math) also were examined.

The results showed that there was no meaningful variation in the ACCUPLACER scores of "new" students; and consequently, there was no relationship between course grades in chemistry and ACCUPLACER scores. The significant majority of the "new" students received college-level (non-developmental) reading, English, and mathematics placements.

To identify the optimal mix of student attributes and instructional design characteristics that will facilitate both teaching and learning in Chemistry 101, additional research and instructional strategies were recommended, such as:

1. Conduct the research using a district-wide sample of all students enrolled in Chemistry 101;
2. Conduct a pilot project that links math and chemistry courses to help identify the requisite math skills essential for specific Chemistry 101 instructional units;
3. Explore the utility of various instructional design models, such as the **A**ttention, **R**elevance, **C**onfidence, and **S**atisfaction strategies that make up the **ARCS** Model of Motivational Design.

Reading Ability and General Psychology (Psychology 200)

When Bruce Munson, an instructor in the Department of Psychology at the Forest Park campus, compared the success rates and reading levels of students enrolled in his General Psychology classes, the results pointed to a positive association between student success rates and reading proficiency. Subsequently, Mr. Munson requested that the OIRP perform additional analyses of the student data.

In the OIRP study, the initial ACCUPLACER reading placements of students who scored in the developmental range were adjusted to reflect the students' successful completion of prescribed developmental coursework. When these adjusted, rather than initial, ACCUPLACER reading placements were used for the developmental students enrolled in the instructor's class, the significant majority of the students had placements that were at or above the college-level (81.5%). In this respect, consistent with the findings for "new" students enrolled in Chemistry 101 at the Meramec campus, there was no meaningful variation in the reading abilities of the General Psychology students; and consequently, there was no relationship between their grades and reading ability. It was concluded that while definitive conclusions must be based upon the results acquired using a representative campus and/or district-wide sample, the results of the OIRP investigation provided some support for the following conclusions:

1. While there is room for improvement, the reading policies concerning enrollment in

reading developmental coursework are generally followed at the Forest Park campus.

Only 21% of the professor's developmental reading students (11 of 52) failed to

enroll in the prescribed developmental coursework.

2. When only ***initial*** ACCUPLACER reading placements are used to determine reading

level, non-developmental reading students receive significantly higher grades in

General Psychology than developmental reading students, the mean grades received

are C and D, respectively.

3. When *developmental reading coursework is accounted for*, the significant majority

of the students enrolled in General Psychology are reading at or above college level.

4. Students who withdraw from General Psychology do not have lower reading

placements than those who complete the course, either successfully or unsuccessfully.

Regardless as to grade received (***A, B, C, D, F or W***), students enrolled in General

Psychology read at or above college level, when reading placements are adjusted to

reflect successful completion of developmental coursework.

Other aspects of reading ability, important for performance in college level coursework, also were discussed in the report. For example, it was suggested that barriers to content area-reading comprehension, such as the students' understanding of text features, prior knowledge, and content-specific vocabulary, are potential impediments to student success in General Psychology. Instructional resources provided with the study include a brief annotated bibliography and two ERIC digests that contain discussions of various instructional strategies (such as, vocabulary matrices, webbing techniques, semantic associations, semantic mapping, analogies, and case-based instruction).

Developmental Education Task Force

This year, after considerable effort, the Developmental Education Task Force completed its recommendations regarding changes in the curriculum and related district policies and procedures. The implementation of these recommendations will culminate in a competency-based developmental education program with specific entrance and exit requirements and will support the effective transition of students from developmental to college-level coursework. Valid and reliable assessment instruments also will be developed locally and/or selected so that the proficiencies that the tools measure are keyed directly to the competencies that makeup the developmental education curriculum. The task force recommendations were approved by the Leadership Team and are detailed in Appendix B.

A four-person committee was appointed by the Vice Chancellor to oversee the implementation of the recommendations. Lillian Seese (Chair of the Developmental Education Task Force and Professor of Mathematics at Meramec) also chairs this subcommittee and other members, representing each subject area in the developmental education curriculum and each campus, include: Sharon North (Mathematics, Florissant Valley); Judy Woods-Williams (English-Meramec) and Denice Josten (Reading, Forest Park). Reading, English, and Mathematics competency tables have been developed and they will be reviewed for departmental approval at Staff Development Day, October 17, 2001. The subcommittee projects that it will complete its work by Fall 2003, at which time all new policies will become effective. The committee has also begun work on the following policy recommendations:

1. All academic departments will identify skill levels required as prerequiste or co-requisite for each course that they offer (including but not necessarily limited to reading, writing, and mathematics skills areas).

2. As long as they still have basic skills courses to complete, students will choose from a limited number of additional courses -- those determined by academic departments and programs as being appropriate for students needing developmental coursework. These courses will be the ones in which students with deficiencies in basic skills have a reasonable chance of success.

3. Students testing into two or more developmental courses will be required to complete a college orientation course during their first semester of enrollment at SLCC. This course work will contain "orientation to college" and "study skills" components.

4. As with all students, students needing basic skills should be encouraged to enroll in a course containing instruction in basic computer skills within their first 4 major semesters of enrollment at SLCC.

Further, campus developmental learning communities are in place. An indispensable product of these learning communities will be effective instructional design and delivery strategies for the new competency-based developmental education program.

In June 2000, the Coordinating Board of Higher Education changed the guidelines for transfer and articulation of General Education courses from a 39-hour distribution model to a 42-hour competency-based model. This new model mandated eight general goals: Communicating, Managing Information, Valuing, Higher Order Thinking, Behavioral and Social Science, Mathematics, Life and Physical Science, and Humanities and Fine Arts.

A significant feature of this new curriculum will be its vigorous attention to the issue of assessment. According to the Missouri mandate, every institution must indicate how it will assess its General Education program to insure that competencies are being addressed and that students are reaching competency levels appropriate to a generally well-educated college student.

CAAP Testing

Since 1997-98, scores of SLCC graduates on the Collegiate Assessment of Academic Proficiency (CAAP) test have been used to assess student learning attributable to the SLCC General Education Program. As Table 3 shows, the CAAP scores of SLCC graduates have remained relatively stable over the last four years, 1997-98, 1998-99, 1999-2000, and 2000-2001. Showing no appreciable declines or increments, the writing, mathematics, reading, critical thinking, and science reasoning mean scores of SLCC graduates have varied little from the national mean. A trend worth monitoring is the slight increase in the mean mathematics score of SLCC 2000-2001 graduates (57.3) that exceeds all national mean mathematics scores and all previous SLCC mean mathematics scores by at least I point.

TABLE 3 St. Louis Community College Summary of Graduate Testing Instrument:

Collegiate Assessment of Academic Proficiency (CAAP)

1997-98, 1998-99, 1999-2000 Graduates, and 2000 — 2001 Graduates

1997-98 Graduates N = 1,386		1998-99 Graduates N = 1,597		1999-2000 Graduates N = 1,629		2000-2001 Graduates N = 1,718	
Writing Skills	Writing Skills	Writing Skills	Writing Skills	Writing Skills	Writing Skills	Writing Skills	Writing Skills
SLCC Mean Score	National Mean Score	SLCC Mean Score	National Mean Score	SLCC Mean Score	National Mean Score	SLCC Mean Score	National Mean Score
62.0	62.7	61.6	62.7	61.9	62.6	62.4	62.6
Mathematic Skills	Mathematics Skills	Mathematic Skills	Mathematics Skills	Mathematic Skills	Mathematics Skills	Mathematic Skills	Mathematics Skills
SLCC Mean Score	National Mean Score	SLCC Mean Score	National Mean Score	SLCC Mean Score	National Mean Score	SLCC Mean Score	National Mean Score
56.0	56.2	56.2	56.1	56.2	56.2	57.3	56.3
Reading Skills	Reading Skills	Reading Skills	Reading Skills	Reading Skills	Reading Skills	Reading Skills	Reading Skills
SLCC Mean Score	National Mean Score	SLCC Mean Score	National Mean Score	SLCC Mean Score	National Mean Score	SLCC Mean Score	National Mean Score
60.6	61.3	60.6	61.1	60.6	61.0	61	61.0
Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking	Critical Thinking
SLCC Mean Score	National Mean Score	SLCC Mean Score	National Mean Score	SLCC Mean Score	National Mean Score	SLCC Mean Score	National Mean Score
62.2	61.3	61.2	61.2	61.8	61.1	61.6	61.1
Science Reasoning	Science Reasoning	Science Reasoning	Science Reasoning	Science Reasoning	Science Reasoning	Science Reasoning	Science Reasoning
SLCC Mean Score	National Mean Score	SLCC Mean Score	National Mean Score	SLCC Mean Score	National Mean Score	SLCC Mean Score	National Mean Score
59.1	58.8	58.6	59.0	58.5	58.9	59.3	59

The CAAP scores provide sufficient data for us to use in assessing our existing General Education Program. However, because of both the significance and the tight scheduling of this more recent mandate, assessment activities concerning General Education at SLCC for 2000 — 2001 overwhelmingly consisted of devising a new assessment scheme that could reliably address SLCC's new General Education Program. This became the job of the General Education Assessment Subcommittee.

General Education Assessment Subcommittee

The Assessment Subcommittee's charge was to develop and propose an initial assessment plan for the new General Education program based on collaboration with the Competency-based Subcommittees.

The Assessment Subcommittee's charge was to develop and propose an initial assessment plan for the new General Education program based on collaboration with the Competency-based Subcommittees.

This group included the Coordinator of Assessment, an Institutional Research representative, three members of the District Assessment Council (one from each campus), a representative from a Missouri knowledge area, a representative from a Missouri skill area, several faculty members, and one administrator.

The Assessment Subcommittee began by determining the present status of the assessment of General Education. This was done primarily by reviewing the Competency Committee reports and soliciting information from participating members of the Subcommittee. Next, the Subcommittee decided to consult with the chair of each Competency Committee "to better understand how, according to this report, assessment of this competency would work." Following this, the Subcommittee teams prepared written "status reports" clarifying the positions or statements of the Competency Committees' reports so that we might integrate all General Education assessment efforts, both current and new, into the initial College General Education Assessment plan.

In its final report (See Appendix C), the General Education Subcommittee earmarked two elements of its proposed program for the CBHE web site: Stages in the Assessment Program and Principles of Good Practice in SLCC General Education Assessment, a policy statement listing the rules according to which SLCC Assessment will operate (page 14, below).

Stages in Assessment of General Education at SLCC

Mandatory placement— using the existing student placement procedures (allowing for necessary modifications previously recommended in the GenEd Assessment Subcommittee Report, 5/4/01)
Cornerstone assessment— providing 1) baseline student data to be used later in conjunction with other entry-level (placement) information as well as 2) preliminary assessment of students' "valuing" and basic academic skills: communicating, higher-order thinking, managing information
GenEd Competencies assessment— requiring assessment of the GenEd Program and competencies at regular intervals involving ALL who participate in the SLCC GenEd Program (as displayed in suggestions in the

reporting matrix
Capstone assessment— requiring student portfolios that may be used to assess any of the GenEd skills and knowledge areas
External assessment— (potentially) involving outside evaluators and/or external stakeholders

In addition, to ensure fair implementation of the assessment program above, SLCC General Education has adopted the following principles of "good practice."

Principles of "Good Practice" in SLCC General Education Assessment

General Education assessment initiatives will comply with the guidance provided in the General Education 2000 Task Force Report. To infuse SLCC assessment initiatives with "best practices," recognized nation-wide, compliance with the standards detailed in the following guidelines is advocated:

Principles of Good Practice for Assessing Student Learning

The Code of Fair Testing Practices in Education

Rights and Responsibilities of Test Takers: Guidelines and Expectations

Ethical Guidelines for Statistical Practice

In addition to the guidance provided in these documents, the Subcommittee has formulated the following principles of "good practice" which should be applied in assessing the SLCC General Education program.

1. It must be equitable; i.e., it must be as fair as possible for as many students as possible.

2. It must be based on clearly stated learning outcomes.

3. It must be matched to what is taught and vice versa.

4. Its emphasis must be on program assessment.

5. It must use multiple criteria and kinds of measures.

6. It must be formative rather than summative, providing information for continuous improvement rather than summative evaluation of student or program performance.

7. It must be communicative to students, faculty, staff, administrators, and

external stakeholders.

8. It must solicit input from students, faculty, staff, administrators, and external stakeholders.

9. It should be timely; i.e., assessment should occur at key decision points in the General Education curriculum.

10. It should be efficient, requiring minimal intrusion or interruption of academic schedules.

11. It should be cost effective, employing both acceptable sampling techniques as well as existing and proven measures that provide multiple measurements acquired in a single testing episode.

12. It must be consistent with the College's Mission Statement and 2000 - 2001 SLCC General Education Goals and Competencies statements.

Assessment of Academic Programs: Transfer

Classified as both indirect measures of the academic preparedness of students enrolled in SLCC transfer programs and measures of institutional effectiveness, transfer data were complied and analyzed for students from each of the SLCC campuses [See Cosgrove, J. (August 2001). St. Louis Community College Transfer Students: Where Do They Go and How are They Doing? TM-01-#09.]

These data showed that SLCC sent more transfer students to Missouri's four-year colleges and universities than any other college in the State. Last fall SLCC sent 2,003 transfer students to a Missouri four-year college/university (public and private). This figure represented a 16 percent increase over the fall 1999 transfer figure. During the past five years, SLCC has sent nearly 9,000 (8,771) transfer students to one of Missouri's four-year colleges/universities.

In addition, follow-up interviews with SLCC transfer students revealed the following positive outcomes.

1. Ninety-four percent of the SLCC transfer students reported that they were either satisfied (21%), more than satisfied (33%), or very satisfied (40%) that the instruction they received at SLCC prepared them for successful transfer to a four-year college/university.
2. Ninety-three percent of the SLCC transfer students reported that their transfer college accepted all of their 100 level or above community college courses.

3. Ninety-two percent of the SLCC transfer students reported a four-year GPA that was similar to or higher than their SLCC GPA.
4. Nearly 90 percent (87%) of the SLCC transfer students said that if they had to start again, they would still begin their education with SLCC and then transfer.

Presented below, Table 4 is a three-year history of transfer destinations for students from each of the SLCC campuses and Table 5 is a seven-year history of the number of transfer students by SLCC campus

Table 4: St. Louis Community College Transfer Students to a Missouri

Four-Year College/University Fall 1998 to Fall 2000

Forest Park Flo-Valley Meramec	**Forest**	**Park**		**Florissant**	**Valley**		**Meramec**		
Public Institutions	**FP 98**	**FP 99**	**FP 00**	**FV 98**	**FV 99**	**FV 00**	**MER 98**	**MER 99**	**MER 00**
UM-St. Louis	123	139	133	192	180	162	278	336	324
UM-Columbia	13	7	10	19	16	25	118	105	97
Harris-Stowe	47	28	38	25	31	25	32	22	21
Southeast MO-State	3	2	6	34	6	20	47	37	72
Southwest MO-State	3	5	1	12	5	7	63	40	50
UM-Rolla	4	5	3	13	8	4	14	22	17
Central MO-State	3	6	2	7	4	4	14	19	25
UM-Kansas City	5	6	2	3	2	0	4	6	6
Truman State University	1	1	0	1	1	0	7	6	8
Missouri Southern State	2	2	0	5	0	1	1	1	0
Northwest MO-State	0	0	0	0	0	1	5	3	0
Lincoln	2	2	6	0	4	6	3	5	6
Missouri Western									

State	1	1	0	3	1	1	0	4	3
Private Institutions									
St. Louis University	20	36	18	29	27	19	70	68	65
Washington University	11	8	3	3	0	5	0	1	11
Avila	0	0	1	0	0	0	0	2	0
Central Methodist	2	0	1	1	0	1	5	0	0
College of Ozarks	0	0	0	0	0	0	2	1	0
Columbia College	7	10	3	16	11	11	27	6	14
Culver Stockton	0	0	0	0	0	0	1	1	1
Drury	2	1	1	1	1	2	5	4	6
Evangel	0	0	0	0	3	1	0	0	0
Fontbonne	8	13	27	8	14	18	32	45	48
Hannibal	0	0	1	1	0	0	1	0	3
Lindenwood	16	6	18	59	62	67	29	29	34
Maryville	24	8	15	26	34	14	82	81	110
Missouri Baptist	5	3	4	11	15	5	14	15	29
Missouri Valley	0	2	1	0	0	3	2	0	0
Rockhurst	0	0	0	0	1	1	1	1	2
SW Baptist	0	0	0	0	1	0	4	6	3
Stephens	0	0	0	0	0	0	0	0	0
Webster	18	21	52	21	16	56	99	102	238
Westminster	0	0	0	0	0	0	1	1	2
William Jewell	1	0	0	0	1	1	1	1	0
William Woods	0	0	0	1	0	0	0	0	2
Grand Total Public & Private	**321**	**312**	**346**	**491**	**444**	**460**	**962**	**970**	**1,197**

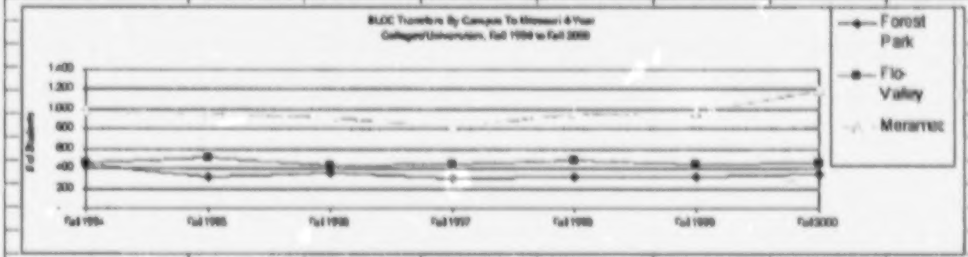
Prepared By: Office of Institutional Research and Planning, SLCC--August 2001

Source: CBHE Statistical Summary 1998-99 *to 2000-2001*

TABLE 5: ST. LOUIS COMMUNITY COLLEGE: MISSOURI TRANSFER ANALYSIS

SLCC STUDENTS TRANSFERRING TO A MISSOURI FOUR-YEAR COLLEGE/UNIVE ERSITY FALL 1994 TO FALL 2000

Campus	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000
Forest Park	448	324	365	305	321	312	346
Flo-Valley	451	509	431	440	491	444	460
Meramec	986	957	913	814	962	970	1,197
Total SLCC	1,885	1,790	1,709	1,559	1,774	1,726	2,003



From Fall 1999 to Fall 2000 the number of SLCC students who transferred to a Missouri four-year college/university increased by 16 percent.

Source: Missouri Coordinating Board for Higher Education, Statistical Summary

Prepared By: John Cosgrove, Director Institutional Research & Planning, St. Louis Community College, August 2001

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St.Louis Community College

Assessment

SECTION III Assessment of Career Programs

Assessment of Career Programs: Classroom

Numbers of career faculty reporting participation in Classroom Assessment had their ups and downs (more appropriately, downs and ups) in 2000 — 2001. In Fall 1999, roughly 100 full-time and 100 part-time reported using classroom assessment techniques (CATs) in at least one of their classes. In Fall 2000, however, only 47 full-time and 27 part-time career faculty submitted a CAT report indicating use of this classroom practice. (See Table 6 below.) The numbers were more consistent with past success in the spring. In Spring 1999, 55 full-time and 50 part-time career faculty sent a CAT report to their Assessment Resource Person (ARP) whereas for Spring 2001, 58 full-time and 68 part-time career faulty forwarded their CATs to their program's assessment representative.

Assessment of Career Programs: Course

2000-2001 — AA/AS CAREER PROGRAMS

Classroom, Course &/or Program Assessment

CAREER PROGRAM	Fall '00 FT PT	Spring '01 FT PT	Form B Plan (Course)	Form C Results (Course)	Form D Use of Results	Form B Plan	Form C Results	Form D Use of Results
Accounting	1/2 2/2	3/4 4/5	ACC100	X	X	X		
Administrative Office Sys	2/2 6/10	3/3 3/6	AOS 101	X	X	X		
Architectural Tech		1/2 3/6	ARC 226	X	X	X	X	X
Automotive Tech		1/10	AUT 169	Fall 2001		X	Fall 2001	
Aviation Tech		0/2	AVI 155	Fall 2001		X	Fall 2001	
Banking and Finance	•	•	ECO 151	X	X	X		
Biomedical Eng Tech								
Biotechnology								

Building Inspection						X		
Business Administration	3/3 3/3		BUS 104 ECO 151	X X	X X	X		
Chemical Tech								
Civil Eng Tech		1/1 6/6	CE 116	Fall 2001		X	Fall 2001	
Clinical Lab. Technology	3/3 1/1					X	X	X
CADD/CAM								
Commercial Photography		0/1 0/2				X		
Computer Eng Tech								
Construction Tech		1/1 6/6	CE 116	Fall 2001		X	Fall 2001	
Court Reporting		1/3 0/2	CCR 121	X	X			
Crim Justice Corrections								
Customer Service			BUS 104	X	X	X		
Deaf Comm Interpreter						X		
Dental Assisting	1/1 0/1		DA 169			X		
Dental Hygiene						X		
Dietetic Tech						X		
Early Care & Education	6/7 5/7	6/7 2/7	CCA 101	X	X	X	Fall 2001	
Electronic Eng Tech		2/2 0/10	EE 233	Fall 2001		X	Fall 2001	
Emergency Medical Tech						X	X	
Fire Protection Tech			FIR 205	Fall		X	Fall 2001	

				2001				
Funeral Directing			FDL 101					
Funeral Service			FNL 205					
Graphic Communication		2/5 8/20	ART 123			X		
Horticulture			HRT 206					
Hospitality Studies/Tourism								
Human Services Disabilities			HMS 100			X		
Information Systems		6/6 6/28	IS 103	X	X			
Interior Design		1/1 5/5	ART 229	X		X	X	
International Business	**	**						
Legal Assistant		1/2 4/9						
Legal Office Systems	**	**						
Logistics Management	1/1 2/2	1/1 1/2	BUS 104	X	X	X		
Management/ Supervisory	1/1 3/5	1/1 1/2	BUS 104	X	X	X		

Manufacturing Tech								
Mass Comm.		4/4 4/9						
Mech Eng Tech			ME 135	Fall 2001		X	Fall 2001	
Microprocessors	1/2 2/2		EE 242	Fall 2001		X	Fall 2001	
Nursing	21/26	20/25	NUR	X	X	X	X	X

	5/14	4/15	105					
Occupational Therapy Ass't	1/22/2		OTA 103			X		
Paramedic Technology						X	X	
Phlebotomy						X	X	X
Physical Therapist Assistant						X		
Plastics Tech		3/3	PLA 100	Fall 2001		X	Fall 2001	
Plumbing Design			ME 104	Fall 2001		X	Fall 2001	
Quality Tech		1/1	QC 102	Fall 2001		X	Fall 2001	
Radiologic Tech	1					X		
Real Estate		0/0 2/7				X	X	X
Respiratory Therapy						X	X	X
Robotics Tech			ME 210	Fall 2001		X	Fall 2001	
Sales	2/2 1/2	2/4 2/2	BUS 104	X	X	X		
Skilled Trade Apprentice								
Surgical Tech						X		
Technical Graphics		1/1 2/2	EGR 100	Fall 2001		X	Fall 2001	
Technical Illustration								
Technology Education								
Telecom. Eng. Tech.			TEL 103	Fall 2001		X	Fall 2001	
Ultrasound Tech	1 FT	1 FT				X	X	X
Total = 65	47 FT	58	35/65	15/65	13/65	45/65	10/65	7/65

programs	27 PT	FT 68 PT	progams submitting at least one course			prog sub- mitt- ing		

Assessment of Career Programs: Program

Another level of assessment for career programs is at the program level. Typically, career programs conduct an annual assessment, most often of the job placement rates of their graduates (see below). In 2000 — 2001, 45 of the 65 career programs (69.2%) submitted assessment plans. Of these, 10 of the 65 (15.3%) have collected and reported the results, while 7 (10.7%) completed the entire assessment cycle. In such cases, these programs are following up on (necessary) changes recommended by the assessment. (For the complete record, refer to Table 6, beginning on page 17 above.)

One measure persistently used to help determine the effectiveness of the College's career/technical education programs is the job placement rate of graduates 180 days after graduation from these SLCC programs. Cosgrove and Coyne [Cosgrove, J. and Coyne, D. (August 2001). St. Louis Community College Job Placement Rate Analysis: Do Our Career Graduates Find Employment? 1996-2000.} present job placement data by program for SLCC career gradates from 1996 to 2000. The data are based upon the information collected by the job placement and employment follow-up office at each campus and are the same data reported to the Missouri Department of Elementary and Secondary Education and the Missouri Coordinating Board for Higher Education.

Seventy-one percent of the 2000 career graduates were employed in a related field within 180 days of graduation, while an additional 15 percent were employed in an unrelated field. Cosgrove's and Coyne's "*Summary of Job Placement Rates*" is provided below.

Summary of Job Placement Rates

The job placement rate in a related field for the 2000 graduates was 71 percent. This represents an increase from 1999. When one includes the graduates who were employed in an unrelated field, the job placement rate for the 2000 graduates is 86 percent. Last year this figure was 85 percent for the 1999 graduates Figure 1 reveals the College's job placement rates for 1996 to 2000. Data are presented for both the related and unrelated categories.

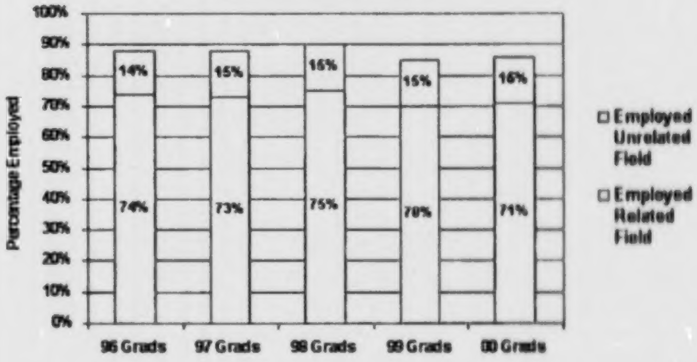

Figure 1: St Louis Community College Job Placement Rates 1996-2000

For 2000, there were 56 active programs whose job placement rate in a related field was less than the College-wide figure of 71 percent. (The total number of active programs across all three campuses in 2000 was 159.) There were 34 active programs whose job placement in a related field was 50 percent or less and there were 18 active programs whose job placement rate in a related field was 33 percent or less. This information relates only to programs that had at least one graduate in 2000.

Table 7 presents the programs (College-wide data) with a 90 percent or better job placement rate in a related field.

Table 7: Programs With A 90 Percent or Higher Job Placement Rate In A Related Field, 2000 Graduates

Program	**# of Graduates**	**% Employed In Related Field**
Building Insp/Code Enf.	3	100%*
Chemical Independence	4	100%
Child Care: Child Dev.	13	100%*
Clinical Lab Tech	2	100%*
Commercial Photo Portrait	2	100%
Construction Office Mang.	1	100%
Court & Conf. Reporting	9	100%*
Dental Hygiene	30	92%*

Desktop Publishing 2 100%*

Electronic Studio Graphics 2 100%

Fire Protection Tech 15 100%*

Human Services Disabilities 4 100%

Hospitality Culinary 13 100%*

Maintenance Mechanic 2 100%

Mass Communication Print 1 100%

Nursing 111 97%*

Office Assistant 1 100%

Radiologic Tech 12 100%*

Real Estate 3 100%*

Real Estate Appraisal 1 100%

Respiratory Therapy 10 100%*

Surgical Tech 12 92%*

Tourism Travel Agency Mang. 4 100%*

Ultrasound Tech 12 100%*

Voice Data Communications 2 100%

Those programs marked with an asterisk had a job placement rate of 90% or higher in 1999.

Table 8 presents the programs (College-wide data) with a job placement rate of 33 percent or less in a related field. Table 8 includes only those programs that had at least one graduate in 2000.

Table 8: Programs With A Job Placement Of 33 Percent or Less In A Related Field

Program # of Graduates % Employed In Related Field

Bio-Medical Engin. Tech. 1 0%

EMT	1	0%
Entrepreneurship	1	0%
Information Systems	7	14%
Mechanical Engineering	2	0%
Multimedia	4	0%
Phlebotomy*	10	0%
Sales	5	0%

** Although the Phlebotomy program had 10 graduates, only one graduate could be contacted during the follow-up project. This one graduate was not employed in a related field.*

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St. Louis Community College

Assessment

SECTION IV Assessment of College Services

Assessment of College Services was busy on two fronts in 2000 — 2001. The first — the more usual assessment activity — required submission of assessment plans, results of those plans, and consequent action based on those results. The second mode of assessment, of assessment policies and procedures as applied to College Services, involved a series of events that will conclude when a new plan for assessing College Services is piloted and then put into practice.

In 2000 — 2001, 22 of the 57 Services departments (38.9%) eligible submitted plans for assessing some feature of their operations. Of these, 17 departments (29.8%) gathered results. Finally, 16 departments (28%) have analyzed this data and have "closed the loop" by implementing changes called for by the assessment results. (See Table 10 below.)

When compared to the previous year (1999-2000), all of these figures represent a drop in the number of departments participating in and completing assessment activities. In 1999 — 2000, 32 of 58 Services departments (55%) submitted plans, 26 (44.8%) gathered the resulting data, and 25 (43.1%) acted upon that data.

2000-01 ASSESSMENT OF COLLEGE SERVICES

Program Assessment

College Service Assessment Liaison	Form A Contact	Form B Plan	Form C Results	Form D Use of Results
Academic Administration** Sara Perkins				
Access Offices Brian Corpening	X	X	X	X
Accounts Payable				
Admissions/Registrar Bart Devoti				
Advising Jean Campbell	X	X	X	X
Affirmative Action				
Assessment Offices Laura	X	X	X	X

Sterman				
Assessment Program	X	X	X	X
Bookstores				
Business Offices				
Campus Administration				
Campus Technology Support	Xm* (*Meramec Campus)	Xm*	Xm*	
Career & Employment Services Laura Sterman	X	X	X	X
Cashier's Office				
Central Student Records				
Chancellor's Office				
Child Care Center Rosemary Woolley				
Community Development				
Community Relations				
I.S.Computer Operations Harry Robbins				
Continuing Education (includes Harrison Center, SCEC, WCEC, & Telecourse Office)	X	X	X	X
Counseling Jean Campbell	X	X	X	X
Controller				
Development Office	X	X	X	X
Employee Benefits				
Employment				
Engineering	X	X	X	X
Financial Aid Ed Bailey				

Foundation Office				
General Accounting				
General Counsel/risk Management	X	X	X	X
Grounds				
Health Services/Nurse Brian Corpening	X	X		
Housekeeping				
HVAC/Stationary Engineering	X	X	X	X
I.S. Programming Jan Richmond				
Institutional Research	X	X	X	X
Intercollegiate Athletics Ed Bailey				
Internal Audit	X	X		
International Education				
Libraries	X	X		
Maintenance	X	X	X	X
Media Services	X	X	X	
Payroll				
Printing				
Purchasing				
Receiving/Warehouse				
Security				
Staff Development	X	X	X	X
Strategic Planning				
Student Accounting				
Student Activities Rosemary Woolley				
Student Support Administration " "				
I.S.Tech Support Charlie	X	X	X	X

Carter				
I.S.Telecommunications & Engineering Jack Canavera	X	X		
Telelearning	X	X	X	X
Vocational Education	X	X "New Traditions"	X	X
CBIL	X	X	X	X
TOTAL = 57	24	23	19	17

Assessment of College Services: Assessing Assessment Practices

On another level of assessment, however, College Services was very active. Throughout 2000 — 2001, the greatest expenditure of assessment activity was devoted to the assessment of its own assessment procedures. For example, at a workshop conducted by Dr. James and Karen Nichols, consultants with Institutional Effectiveness Associates, on November 3, 2000, College Services personnel considered what it would take to make assessment more meaningful in their departments. In heterogeneous groups, volunteers from a variety of College Services departments were asked to respond to the following questions:

Organization

1. What works best in College Services: college-wide or campus unit assessment? (or some combination of both?) Why?

Motivation

2. What must be done to make assessment more meaningful at the college-wide or campus unit level?

Relevance

3. What kinds of assessment projects yield the most meaningful results for College Services?

Improvement

1. How do we convert assessment results into worthwhile improvements in

College Services?

Their responses were collated and are represented in the graphic below (Figure 2).

Recurring Themes in Redesigning SLCC College Services

Larry McDoniel

St. Louis Community College

December 7, 2000

At a recent workshop, members of academic support services at SLCC, guided by visiting consultants James and Karen Nichols from *Institutional Effectiveness Associates*, were asked to suggest procedures by which their departments might be "better" assessed.

Attached are answers to the workshop questions (below) provided by internal focus groups at the Nichols workshop held on Friday, November 3 on the Forest Park Campus. All of their answers are "represented," and the "popular" answers are designated accordingly (in color: red for three or more responses, green for two responses out of the four groups participating).

The results of this workshop session provided more than just a list of possible procedures. They suggest much more than that. As you can see, certain attitudes about how we should address features of the assessment process were proposed a number of times and so were applied in a number of answers. The inclusion of these attitudes in any procedures adopted would seem as important, perhaps more important than the assessment scheme itself. Consequently, we hope to incorporate these attitudes as well as these answers in any system that we devise in the future.

Organization	Motivation	Relevance	Improvement
Combination of collegewide & campus unit organization **Flexibility** **Action (at the campus unit)** Communication Ownership **Sharing**	Flexibility in the use of forms, methods, expectations, organization Support in implementation Greater use of results **Practical applications**	Timely Practical Aware Focused Ongoing **Active** Ownership Well-defined, measuring	Control Planning Ongoing Across areas Based upon assessment **Sharing** **Recognize action**

Cooperation Location Collection Idea Generation Balance	Meaningful results Structure Recognition Leadership Assurances Involvement Trust **Sharing**	what can be controlled Administrative (??)	Assess the use of results - success Flexibility Interpretation of data Creative solutions Cost vs. benefit analysis

Assessment of College Services: Assessment Task Force

Based on these impressions, the Coordinator of Assessment (supported by the Vice Chancellor of Education) formed the Assessment of College Services Task Force charged "to consider and recommend changes to our current assessment program so that it better fits the needs and purposes of those in College Services." This body met throughout the spring and summer, 2001, eventually offering a series of Focus Groups to investigate various issues related to assessment of College Services. The report of these findings, *College Services Assessment: Recommendations Relating to the Use of Focus Groups*, written by our CBIL consultant George H. Friesen, provided the Task Force with the direction it will take in devising assessment procedures appropriate to College Services. (For a summary of the results, see Section VII)

The focus groups were gathered "for the purpose of providing qualitative data that the College Services Assessment Task Force would use in developing preliminary answers" to a number of important questions. The big questions were:

- "Is the current assessment process (as applied to College Services) broken?"
- "What types of information does the College Services Group need if it is to continually improve the quality of services it provides its various constituents?"
- "How should a productive assessment process be structured?"

Following are some of the answers received from a cross-section of "representative" employees whose work would be impacted by data collected through the Services Assessment Process:

- "The College's current assessment process is of minimal value in helping managers improve the quality of their work teams' products and/or services."
- "Higher-ranking employees tend to be more cynical about the value of an assessment process than lower-ranking employees.
- "When the assessment process is redesigned it should be much more

responsive to the needs of individual work areas."

Based on this and other data collected, the Services Task Force is building a new set of assessment procedures that fits the existing organization and meets the specific needs of College Services. The Task Force hopes to run a pilot of the new Services procedures in Spring 2002.

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Assessment

SECTION V Closing the Loop

In March 2000, NCA published "Assessment of Student Academic Achievement: Levels of Implementation," which provides NCA institutions with a tool "1) to assist institutions in understanding and strengthening their programs for assessment of student academic achievement and 2) to provide evaluation teams with some useful characteristics, or descriptors, of progress to inform their consultation and their recommendations related to those programs." More recently, NCA has circulated an "Analysis Worksheet," by which an institution may gauge its progress in each of the Patterns of Characteristics: Institutional Culture, Shared Responsibility, Institutional Support, and Efficacy of Assessment. As SLCC plans for its future, the College must be aware of such measures, of what the assessment bar is and how high it will be placed before making any attempts to jump it.

Just like an Olympic athlete, the College should begin by concentrating on its assessment goal and then devising a strategy to get there. According to NCA, any academic institution's goal must be to evolve into a mature culture of assessment, one in which (self)assessment has become "a way of life." Consequently, for the mature institution that seeks "continuous improvement" in each of its "patterns of characteristics," the goal is to

- Establish assessment as an institutional priority;
- Communicate that priority in language indicating the high value the institution places on assessing and improving student learning;
- Promote and nurture — as is evident in the College's use of its resources and the organization of its structures — the continued, sustained, and enhanced use of assessment by faculty, administration, and students;
- "Close the loop" of assessment so that as a "culture of evidence" emerges, the "use of results" for continuous improvement is the only acceptable option.

In 2000 — 2001, there was considerable evidence that departments conducting assessment at SLCC were moving steadily toward "closing the loop," the stage in the process at which the benefits of assessment are realized.

The following changes and improvements in the learning process and the provision of services at St. Louis Community College are taken from the reports from academic departments, career programs, and college services of the "Use of Results" (Form D) for the year. These examples are among the best evidence that assessment is inspiring those who would make changes to enhance student (and ultimately, institutional) success.

Academic

- The Accounting Department will continue to encourage the use of a common final exam for ACC 100. In 2000 — 2001, the test — specifically, the test items used in the assessment — was improved. Student results on the test improved as well.
- In an assessment of ART 109, Drawing I, Art faculty determined that a high percentage of students could successfully demonstrate the concepts of linear perspective as well as understanding of the use of value to describe a three-dimensional form, two fundamental goals of the course.
- The Business Department assessed learning outcomes in two courses. First, Business compared 1999 BUS 104 exam results to 2000 results. Economics evaluated the "use of a comprehensive final" and its effects on student success in Eco 151 Macroeconomics. In both courses, exam results indicated that "students continue to perform below the target level" (80%) set by faculty in the Business Department, and in both cases faculty are considering various issues or improvements that could affect student scores in the future.
- In Communications, faculty employed several means of assessment to gauge the success of students in the Communications program as well as its own assessment instrument. Although generally satisfied with overall results, Communications will use the "attitudinal results" and "knowledge-based results" to attempt some improvements, perhaps through in-house training on Oral Communications concepts or by revising the current assessment instrument.
- Philosophy completed course assessment for World Religions, PHL 103. In an analysis of exam items, faculty teaching World Religions observed that students "tended to score lower in the following areas: syncretism with older religions, reactions of older religions, selection of symbols, original means of communicating, and requirements of the new religion." Consequently, faculty "have changed the emphasis of our lectures/discussions to insure that more time is spent addressing these issues."
- In Mathematics, two course assessments were attempted. In the first assessment, of Elementary Algebra (MTH 007), the report indicates that there was a "strong improvement over last semester, but with much left to do…based on these results faculty will spend more time and perhaps more review time on factoring quadratic trinomials where a <>1." A second course assessment was also conducted, involving all sections of College Algebra (MTH 160), in which 807 students College-wide participated by completing a common final at the conclusion of the spring (2001) term. Item Analysis was completed at the beginning of the Fall (2001) Semester, and the Mathematics Department will discuss ways to use these results at a special assessment meeting during the first semester.
- Physical Education completed two course assessments in 2000 — 2001. In its assessment of PE 137 (Dance Aerobics) and PE 200 (Fitness Center), the Department determined that in both cases students were performing "above" the target scores set, and consequently "no changes are needed."
- Assessment of Psychology 200 revealed "more students missed the application questions than the mere recall questions." Therefore the Department is considering another run of this assessment instrument to see "whether there is a correlation between the reading comprehension component of the placement test and the score on our 10 point instrument."
- In one of its course assessments, Teacher Education students were asked to complete an observation to test their ability to recognize effective teaching. A

scoring rubric was used to evaluate the resulting student papers. Of the student papers evaluated, 76.1% demonstrated mastery of the assignment, thereby suggesting to faculty that they're "doing a reasonably good job with (facilitating) content mastery."

Career

- Administrative Office Systems used multiple measures to assess AOS 101, Keyboarding / Typewriting: "timed writings, technique check sheet, final production exam, and final grade for the course."

- Early Care and Education required students in its introductory course, ECE 101, to answer "a common question on curriculum." The results — better than 80% of students scored 70% or above on this question — require no substantial change, yet the "questioning language" is being reviewed for Fall 2001.
- The Emergency Medical Technology program used student performance on the MEMSA / National Registry exam as one indicator of program success. The results: 88% of the students passed the Missouri State / National Registry examination. With such a high pass rate, no substantial changes to the program are being considered.
- A number of Engineering / Technology programs surveyed their faculty regarding the mathematics proficiency of students enrolled in their courses. Based on the preliminary results of this survey, some faculty in these programs have begun offering special math review sessions for students who need to bring their math skills up to speed.
- Information Systems used a short answer and essay quiz to assess the knowledge level of students enrolled in IS 103. Item analysis revealed that correct responses ranged from 77 — 98% for each of the four questions. "Since the goal was 80% correct responses, these results were quite good." Since the questions proved to be a good measure of general knowledge gained from the course, "many instructors have indicated that they will continue to use them."
- The Nursing Department focused on a specific application vital to students completing its program. This "performance" assessment was designed to show that students could "identify the correct IV solution, accurately calculate and regulate the IV flowrate in gtt/min within a 10 minute time frame." Faculty created a tool (rubric) of six items with which to evaluate performance. Scores of the six items — below the desired 80% — indicated the need for improvement. Nursing consequently developed an extensive list of recommendations to improve students' performance on the next assessment.
- The Phlebotomy Program also used a performance measure — a checklist of skills — in assessing the clinical aspects of its program. Results showed that "80% of the students completed the checklist with scores of 75% or higher." Reflecting on this success, faculty and students concluded that "open lab time was found to be necessary and helpful in student preparation for clinical practicum."
- Using a variety of measures, the Respiratory Therapy Program found that "the program met the thresholds for each of the four assessment criteria. Graduates perform at an acceptable level on the national board exams. Graduates and employers are very satisfied with skill development the students receive in the

program." Nevertheless, based on the previous year's assessment and a national accreditation site visit, the Program is undergoing a major curriculum revision.

College Services

- The Access Office survey of faculty indicated that most faculty are satisfied with the information received from the Access Office. However, the survey also showed that many faculty are "not aware of their responsibility to locate a notetaker" or to contact Access if a notetaker cannot be found. For Access, this data points to the need for more "awareness activities."
- Using both Focus Groups and surveys, Advising participated in a District assessment project "to determine how well we, as a department, contribute to the St. Louis Community College mission of delivering high quality instruction and support programs, and satisfy the goal of strengthening institutional commitment to access, flexibility, and responsiveness to the needs of its students and the community." The resulting data showed that "student knowledge of Probation and Suspension Policies and Academic Support Services exceeded the criteria for success," but suggest that a systematic approach to informing students about other College policies and procedures is needed.
- The Assessment Centers survey data attest to the effectiveness of this Service area: 100% of respondents expressed satisfaction with "overall service."
- Career and Employment Services clientele expressed their satisfaction on this department's survey. The data reveal "high levels of success for each criteria, and thus no areas seem to be in need of dramatic improvement." Consequently, CES will turn its attention to other aspects of its operation, eg. Career Connections software.
- Continuing Education covers a wide range of services at any number of centers and sites. The numerous and detailed assessment reports submitted annually clearly show that Continuing Education is persistently assessing elements of a very diverse department, which includes the campus satellite centers (eg., SCEC, WCEC), the Credit Free programs, and Telecourse Services. Every area in Continuing Education undergoes some kind of assessment in order to continually improve its various operations. Using a variety of surveys and "counts," Continuing Education is able to document its successes and anticipate problems. Based on the wealth of data and analysis provided, it's obvious that Assessment in Continuing Education is an integral, everyday process.
- Counseling, seeking to determine how effective instruction regarding the career development process had been, looked at how well "students who enrolled in PRD: 102 correctly match the six Holland personality types with their correct definitions." Counseling discovered that "improvement is needed in this area," for not enough students were able to correctly match all six of the Holland types." Of course, given the limited objective, Counseling has decided to assess other important class objectives as well.
- District Media Services employed an inventory and a survey to assess various components of its operation. While the survey proved unsatisfactory because it did not "produce enough responses to yield valid information," the asset inventory did yield valuable information, both in what it revealed and could not

reveal. Media Services will review its survey procedures, but will also request replacement of "video projectors not meeting (required) standards."

- In response to its assessment, Physical Facilities — composed of Engineering, Maintenance, HVAC, and the Customer Support Centers — has decided to launch a Physical Facilities Web Page with E-mail links. "It is hoped that the web site will provide a tracking mechanism for the status of requests of our customers."
- Telelearning Services deployed a variety of survey instruments. One survey was to determine "whether Telelearning Services provided and/or directed products and services that contributed to an effective learning/teaching experience." Another concerned "overall satisfaction with Media Services operation and support delivered from the Cosand Center. In both cases, the responses were very favorable, and no specific action was strongly indicated.
- Vocational Education reported on a specific area of its operation in 2000 - 2001, "New Traditions." Using a number of assessment devices, Vocational Education collected data on four department outcomes. The results "were positive and showed high overall satisfaction with services provided." In addition, the data showed that the "number of students completing coursework and certificate/degree programs was significant."

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SECTION VI Shifting the Culture

DISTRICT ASSESSMENT COUNCIL

A. Functions

1. Identifies College-wide Assessment Units
2. Establishes lengths of assessment cycles
3. Assures comprehensive implementation of assessment
5. Monitors Unit Assessment Plans
6. Compiles Unit Assessment Plan result summaries6. Coordinates District with Campus Assessment
7. Provides professional development and training opportunities to Assessment Units about the assessment process
8. Recommends modifications in the assessment process
9. Reports like a subcommittee to the College Academic Council
10. Reports to the Vice Chancellor for Education and Vice Chancellor for College Services

B. Membership: 14 (Chaired by Coordinator of Assessment)

1. Faculty designated from each of the Campus Assessment Committees
2. Three (3) chairs of Campus Assessment Committees
3. Coordinator of Assessment
4. Academic Associate Dean (appointed by the VCE)
5. Associate Dean, Director, or supervisor from College Services (appointed by the VC College Services)

6. College Services representative from each of the three Campus Committees

7. Director of Institutional Research

8. Assessment Associate from Institutional Research

C. Selection of Members

According to the criteria stipulated above.

D. Terms

Requiring annual reappointment

CAMPUS ASSESSMENT COMMITTEE

A. Functions
   1. Consults with ARPs and other assessment unit representatives regarding Unit Assessment Plans; assures compliance with District guidelines, parameters, time lines
   2. Assists Units in administration of assessment tools
   3. Coordinates Campus with District assessment
   4. Advises the Coordinator of Assessment and the District Assessment Council
   5. Provides professional development and training opportunities to Campus Assessment Units about the assessment process
   6. Promotes assessment throughout the Campus community, involving faculty, staff, administrators, and students in assessment activities important to the Campus mission and culture
   7. Recommends adjustments or changes to the assessment process
   8. Responds to queries and requests from Campus governance units and Campus administration
   9. Provides periodic reports to the Campus governance units on relevant assessment issues
   10. If called upon, may represent the Campus community on assessment matters before Campus / District administration or the District Assessment Council

B. Membership: 10 — 15 (Chaired by Faculty member)
   1. At least Five (5) faculty (no two from same department), all of whom may be Assessment Resource Persons (ARPs) for their

departments
2. One Academic Associate Dean
3. One College Services Associate Dean, Director or supervisor
4. At least one College Services representative
5. Campus research / information specialist
6. One Student

C. Selection of Members

Currently, the three campuses are filling faculty vacancies on campus assessment committees differently and according to different calendars. Consequently,

- At Florissant Valley, the Executive Dean asks the Associate Deans to forward names of interested faculty members who will serve during the academic year.
- At Forest Park, the Academic Affairs Council seeks interested candidates and appoints them to serve according to the calendar year
- At Meramec, the President asks the interested faculty to submit their names and then makes the appointments of faculty, staff, and administrators who will serve during that academic year.

The District Assessment Council believes that delay and confusion might be eliminated if the three campuses adopted a common term of office for faculty / staff who will serve on campus assessment committees. Consequently, it proposes the following change in assessment procedures for consideration by academic and institutional governance bodies in 2001 — 2002: Committee members will serve throughout an academic year, August through May.

D. Terms

The Campus Committee members will serve throughout an academic year, beginning in the Fall Semester and lasting until the end of the Spring Semester. Committee members may serve (and are encouraged to serve) more than one term.

Professional Attention
The shift in the priorities is most obvious when one observes how faculty and staff's attention to assessment matters has grown. This is most evident in the increase in the numbers and kinds of professional activities faculty, staff, and administrators have recently been involved. Following is "short list" of assessment-related activities in which SLCC personnel have

participated during 2000 – 2001:

Assessment Workshops conducted in 2000 - 2001

ARP summer training workshops, July '00 & August '01

Nichols' Workshops for Academic and College Services, October '00

Chancellor's Strategic Planning Retreat, March '01

Leadership Team Retreat, June '01

VCE Staff Retreat, June '01

Assessment (&/or Assessment-Related) Conferences attended in 2000 - 2001

American Association for Higher Education Assessment Institute, Denver, CO

IUPUI Assessment Institute, Indianapolis, IN

National Center on Postsecondary Teaching, Learning, and Assessment Assessment Institute, San Antonio, TX

Best Assessment Processes IV, **Rose-Hulman Institute of Technology,** Terre Haute, IN

NCA (Higher Learning Commission) Annual Conference, Chicago, IL

Council of North Central Two Year Colleges Summer Assessment Academy, Flagstaff, AZ

Problem-Based Learning & Nursing Instruction, Kansas City, MO

AAC & U General Education and the Assessment of Student Learning, Atlanta, GA

National Association for Developmental Education Conference, Louisville, KY

Assessment Training Opportunities offered in 2000 - 2001

New Faculty Orientation, August '00 & '01

Adjunct Faculty Orientation, '00 & '01

SGIF Workshops

Assessment Learning Circles established in 2000 - 2001

"Alternatives in Assessment" Learning Circle (Larry McDoniel — Chair, Meramec)

"Designing CATs That Link Naturally With Course Assessment" Learning Circle (Lillian Seese — Chair, Meramec)

GenEd Assessment Learning Circles (for a complete listing, see "Initiatives," Section VII, page 37 following)

Assessment Committees / Task Forces formed in 2000 - 2001

NCA Strategic Planning Committee

Assessment of College Services Task Force

General Education Assessment Subcommittee

Developmental Education Task Force

Campus Assessment Committee(s) projects

Assessment Articles, Conference Presentations, or Publications in 2000 — 2001

Nancy Adams (English, Florissant Valley) and Dr. Edwin Bailey (Student Support Services, Meramec) both served on a visiting accreditation team in Arizona in Spring 2001.

Richard Baker, former Coordinator of Assessment and Professor of Political Science (Meramec), introduced *CARIS*, the computer program he conceived of and commissioned (see Eberhardt, below), to those attending AAHE — Assessment in Denver, CO, June 2001

Patricia Donohue, John Cosgrove, Larry McDoniel, Sally Souder, and Donna Spaulding collaborate on "Preparation for a Commission-Mandated Focused Visit"

- At NCA in Chicago, the team taught others how to use a Focused Visit to their benefit

Todd Eberhardt, Meramec Student and creator of the League of Innovation Award-winning *CARIS*

- CARIS is an intranet application developed by one of SLCC's star IS students, Todd Eberhardt, who worked diligently on this software package during the summer and fall of 2000. Commissioned by VCE Pat Donohue and envisioned by former Coordinator of Assessment Rich Baker, CARIS is intended to relieve faculty, staff, and administrators of the tedium often associated with reporting or checking on ongoing assessment results.
- Using CARIS, those reporting assessment results will be able to access the pertinent assessment forms, input the required information, print desired reports, and then determine the resulting changes — all within a very secure system that insures the confidentiality of ALL participants.

Angela Grupas, assessment consultant to Saint Louis University

- Dr. Grupas led assessment workshops for faculty and staff with the Saint Louis University School for Professional Studies

Angela Grupas, author / editor of Assessment Succeeds

- For two years, Professor Grupas (Communication, Meramec) has written and published this weekly offering on assessment for the campus newsletters. Her *Assessment Succeeds* has provided us with 70+ updates on the "best of the best practices" relative to Classroom Assessment Techniques.

Larry McDoniel, Coordinator of Assessment, author / editor of *Assessment Notes*, a monthly newsletter, shared his assessment experiences at a number of local and national conferences

- presenter, Two Year College English Association — Midwest Region
- presenter, (Missouri) Colloquium on Writing Assessment (cWa)
- presenter, Conference on College Composition and Communication, Denver, CO
- presenter, North Central Association Annual Meeting, Chicago, IL
- presenter, NCA Council of Two Year Colleges 2001 Summer Assessment Academy

Margaret Michael, former CBIL consultant, PBL guru at College of

- Dr. Michael conducted a workshop on Problem-Based Learning, offering faculty there a invaluable collection of resource materials on assessment

Deneen Shepherd (English, Forest Park), self-study sage

- In addition to chairing the Forest Park English Department, Deneen "outreached" by working with Cor Jesu High School faculty on assessment activities

Laverne Thomas-Vertrees wrote and posted a paper on assessment, including assessment of services, for a community college course at University of Nebraska-Lincoln in May, 2001.

Assessment Reports

Cosgrove, John. (July 2001). St. Louis Community College: Assessment of Institutional Effectiveness.

Cosgrove, John and Denise Coyne. (August 2001) St. Louis Community College Job Placement Rate Analysis: Do Our Career Graduates Find Employment? 1999 — 2000

Cosgrove, J. (August 2001). St. Louis Community College Transfer Students: Where Do They Go and How are They Doing? TM-01-#09.

Fields, H.V., Tichenor, R., and Cosgrove, J. (February 2001). ACCUPLACER Scores and Performance of New Students in Fundamentals of Chemistry 1 (Meramec Campus, Fall 1999 and Spring 2000), TM-01-#05

Fields, H.V. and Cosgrove, J. (May 2001). Performance in General Psychology and Reading Level (Forest Park Campus, Fall 2000), TM-01-#06

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Today's News

Thursday, March 6, 2003

Colleges Fail to Foster Students' Moral and Civic Development, Carnegie Report Says

By MEGAN ROONEY

American higher education has not met the challenge of nurturing the civic and moral development of students, though many institutions are making strides toward integrating civic education into everyday life on their campuses, according to a new report released Wednesday by the Carnegie Foundation for the Advancement of Teaching.

"A lot of people don't think there's any character development left to occur by the time students get to college," Anne Colby, one of the reports' authors, said at a news conference. "Actually, the college years can be a pivotal time for moral and civic development. Students can learn to think more clearly about challenging moral issues, become capable of understanding the complexities of the political world, and gain a sense of purpose and meaning in their personal, professional, and intellectual lives."

The report, "Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility," is the culmination of a three-year study. The researchers looked at more than 100 colleges, and focused on 12 in detail, including Duke and Portland State Universities; the College of Saint Catherine, in St. Paul; and Spelman College, in Atlanta.

At each of the 12 campuses, the researchers identified courses, school traditions, extracurricular clubs, and campuswide events that nurtured values that contribute to a moral education, such as intellectual integrity, concern for truth, open-mindedness, respect and tolerance for others, and respect for democratic institutions. The report points out several

Headlines

U.S. lawmaker plans bill that would penalize colleges that raise tuition too high

Thousands of students walk out of classes to protest possible war

Colleges fail to foster students' moral and civic development, Carnegie report says

6 new chief executives are announced

New Cornell U. system will meter network use and charge for "extreme" amounts

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elements unique to each campus -- for example, a freshman writing course at Duke that regularly engages students on moral issues; a sociology club at Spelman that encourages students to volunteer in low-income neighborhoods; and the prominent display on the Portland State campus of a logo bearing the university's motto, "Let Knowledge Serve the City."

But, the researchers conclude, no college has yet found a way to integrate civic education into every aspect of a student's experience on campus.

"Some colleges offer ethics courses, and virtually all have volunteer community-service programs, but the problem is these programs mostly reach the students who seek them out and therefore need them the least," Ms. Colby said. "Most students can go through their entire college experience without being engaged in these activities."

The authors' suggestions for improving the civic education of college students include revising curriculums to weave in more moral and civic issues; recognizing that much of this sort of learning can take place outside of the classroom, in residence halls and cafeterias; and encouraging extracurricular programs that address civic problems and questions to reach greater numbers of students.

"The first step is to get college leaders to recognize all the exciting, innovative ways they can nurture civic education," said Thomas Ehrlich, another of the report's authors.

The researchers reported that the main challenge they identified in higher education was engaging students in political issues. "We saw a constant lack in this area," said Mr. Ehrlich. "That's a major failing in higher education."

Ms. Colby suggested that apathy and cynicism are responsible for this failing. "Students are skeptical that they can make a difference."

In response to this shortcoming, the researchers who produced this study announced on

Wednesday that their next effort will be called the Political Engagement Project, and will focus on courses and programs that foster the political development of college students.

Information about ordering copies of the report is available at the Web site of its publisher, Jossey-Bass Inc.

Background articles from *The Chronicle:*

- Carnegie Program Will Examine Political Engagement Among College Students (7/5/2002)
- National-Service Program Turns Critics Into Fans (4/26/2002)
- Colleges Criticized for Not Using Work-Study Funds for Service (1/18/2002)
- College Presidents Promote Community Service (7/16/1999)

Opinion:

- Easing Political Cynicism With Civic Involvement (3/16/2001)
- It's Not Too Late to Teach College Students About Values (6/9/2000)

Easy-to-print version E-mail this story

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SECTION VII Assessment Initiatives

SLCC Assessment has had its share of innovations this year as well. Fitting assessment to our diverse and expanding culture has required us to take fresh approaches and also to challenge old ones. There are numerous examples of innovative thinking in Section V, for often the departments conducting an assessment were obligated to throw out one of the old cookie cutters and then make a new one to do the assessment they would attempt. And in the following cases, the groups in question ventured out into unexplored territory to create something special for assessment at SLCC.

GenEd Assessment Learning Circles

To help generate the resource materials needed to facilitate forthcoming SLCC GenEd assessment efforts, the Office of the Vice Chancellor supported a number of GenEd Assessment Learning Circles (see graphic below). Stipends of $500 were offered to faculty in Learning Circles whose "group" proposals were selected by the District Assessment Council.

Most of the Learning Circles submitted notebook collections of materials that could be used in devising assessment procedures for the forthcoming General Education Program. In many cases, the Learning Circles have also provided the background literature necessary to address issues related to valid and reliable assessment of General Education goals and competencies. Master copies of the GenEd Assessment Learning Circles projects will be stored in the office of the Coordinator of Assessment, Cosand Center 624. Duplicate copies will be made and distributed to each of the Campus Centers for Teaching and Learning.

Project title	Members
Problem-Based Learning in GenEd	**Margaret Burd Powell**, Carol Hake, Jocelyn Ladner
Information Literacy	**Ann Riley**, Patricia Forester, Sharon Fox, Janice Patton,
GenEd Portfolios Using Blackboard	**Kim Mosley**, Carol Berger, Chris Licata, Jodie Pande
GenEd "Cornerstone" Assessment	**Diane Savoca**, Ellen McCloskey, Mark Taylor, Donna Wallner, Alice Warren
Assessing Communicating	**Angela Grupas**, Carol Richardson, Denise Sperruzza

Creating an Assessment Earthquake with Small-Group Instructional Feedback	**Teresa Huether**, Glenda Helfner, Diane Savoca, Donna Spaulding
Evaluating "Valuing" in GenEd	**Kay Blalock**, Jay Campbell, Gail Hafer, Lisa Mizes, Vicki Ritts

Assessment of College Services Task Force

The charge of this group, representing those in College Services at St. Louis Community College, was to consider and recommend changes to our current assessment program so that it better fits the needs and purposes of those in College Services. Members of the Task Force were:

Pam McIntyre (M)
Don Penrod (FP & HC)
Harold Salmon (M)
Ann Riley (M)
Diane Savoca (FV)
June Gill (M)
Steve Long (CC)
Ray Eberle-Mayse (M)
Mary Ann Krewson (FV)
Brenda French (FP)
Lauren Roberds (FP)
Rosemary Woolley (FP)

In addition, the following will served as resource persons to the Task Force:

John Cosgrove, Director of Institutional Research, Cosand Center
Larry McDoniel, Coordinator of Assessment, Cosand Center

To better understand the concerns of Services personnel in regard to assessment, the Task Force conducted focus groups during Summer '01 to solicit responses to specific questions about SLCC assessment.

The College Services Task Force asked three focus groups composed of SLCC staff a number of questions about assessment. George H. Friesen, of the Center for Business, Industry, & Labor (CBIL), ran the sessions, collected and collated answers, and submitted his report. The focus groups were gathered "for the purpose of providing qualitative data that the College Services Assessment Task Force would use in developing preliminary answers" to a number of important questions. Following is a summary of the responses to those questions, taken from Friesen's final report, *The St. Louis Community College's Services Assessment Process: A Report on Its Quality and Utility based on Focus Group Input :*

> A number of major themes emerged as the focus groups were conducted. These themes represent significant issues that should be further analyzed as a new services assessment process is designed and implemented.

- The higher one moves in the College's hierarchy the more focused one becomes on meeting the needs of agencies/organizations/individuals other than students.
- Higher-ranking employees tend to be more cynical about the value of an assessment process than lower-ranking employees.
- The College's current assessment process is of minimal value in helping managers improve the quality of their work teams' products and/or services. Major weaknesses of the current assessment process are:
  - Not asking the right questions
  - Not being timely
  - Not providing feedback on how data is being used in planning
  - Not being focused on the needs of individual work units
- Managers are hungry for reliable information about what/when their services are needed, what's hot and what's not, what their weaknesses are, etc.
- There has been minimal employee involvement in the design/development of the current assessment process and this factor has negatively impacted its credibility.
- When the assessment process is redesigned it should be much more responsive to the needs of individual work areas.
- Assessment reports on product/service quality should be distributed system wide. Most focus group participants felt that doing this would trigger/reinforce positive dialogue about potential ways of improving services.
- Managers should be required to report back on how they have used the data provided to them through the assessment process.
- Some participants observed that the current assessment process, and other programs, was hampered by unwillingness on the part of the leadership of the College to enforce accountability for process improvements.

Focus group participants wanted to know what would happen with the information they shared in these focus groups.

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Assessment

SECTION VIII Recommendations for 2001 — 2002

Finally, we have arrived at that point where the question "What's next?" must be asked. We have had incredible success in implanting a culture of assessment at SLCC over the last five years. Right now, everything planted seems firmly rooted — there are still a few bare spots, but the overall abundance compensates for the few holes anyone might detect. But as is the case with any garden, careful planning will be required in the future to insure that our early successes don't sap the resources required for the future. What is needed now is a conservation plan for SLCC assessment, one that will allow us to conserve what we have and still anticipate what we must have in the future.

What follows is my conservation plan. What I have proposed here is intended to allow Assessment to grow and sustain itself in the future.

A (Fairly) Modest Proposal: Let's (Re)Focus SLCC Assessment in 2001 — 2002

Larry McDoniel

Coordinator of Assessment

St. Louis Community College

August 9, 2001

Despite rumors to the contrary, a lot has been happening in assessment since the North Central Association team left St. Louis in late January 2001. Of course, because everyone at SLCC has been so busy in a variety of challenging new ventures, few may have had any time to notice how much our "culture of assessment" has changed and continues to change. Our assessment fury may seem to have subsided some, but assessment is advancing steadily and improving. For example, the Assessment of College Services Task Force has been working diligently this summer on a new design for assessment in Services areas. The Developmental Education Task Force recently completed its report, and it's clear that assessment will play an important role in ensuring that Developmental students are reaching the academic goals needed to sustain their progress and success in college. In addition, the General Education Steering Committee has spent most of this summer's sunny afternoons assembling the new General Education (GenEd) Program, calling for significantly more attention to GenEd "program" assessment. A lot has been happening and will continue to happen this year that affects SLCC Assessment. **That's why I am proposing a new schedule and focus for SLCC Assessment in 2001 — 2002.**

Here's my rationale, as applied to the various assessment venues at SLCC.

We have been "assessing" at a furious pace. Comparing notes with other schools presenting at AAHE's Assessment Conference in Denver, I determined that we are assessing in certain areas much more than most colleges and universities. It seems that a typical expectation at many schools would be that an academic department complete a "round" of course/program assessment twice during an accreditation cycle: twice in 5, maybe twice in 8 years! On the other

hand, SLCC has been attempting to do something "significant" (in course assessment) every year. Granted this may have been necessary to catch up to the demands of an NCA Focus Visit, but I believe that to continue at our "yearly" pace is too ambitious and may be self-defeating because it barely allows us to introduce changes or make improvements based on our discoveries. At the very least, I think we should adopt a different schedule for course / department assessment.

Moreover, if we are to move (as we should) more in the direction of program assessment, we must refocus our assessment efforts. SLCC is about to undergo a "culture" shift unlike anything we have seen, even more dramatic than the assessment spike of recent years. In addition to likely changes in assessment of College Services, changes reflecting the specific needs of support staff and departments, assessment of both Developmental and General Education will require our concentrated efforts across the board in 2001 - 2002. This includes attention to the critical assessment requirements of both "program" proposals. Thus, Assessment is adding to the array of objects it must juggle in 2001-2002.

* * * *

As I have said, the need to refocus our attention to assessment is evident across the College. The College Services Task Force is busy re-designing the approach to assessment in that area. Consequently, time will be needed to complete the plan (Fall 2001) and probably a pilot in Spring 2002. We should give these attempted reforms enough time to take root.

Assessment of career areas needs to be reconsidered as well. We're doubling up instead of effectively double-dipping in most career areas. Career programs typically generate assessment information for any number of reasons: certification requirements, program review, voced demands, etc.. Why not consolidate our assessments in the career areas? How would we do that? Let's study that question as well in 2001 — 2002.

The Developmental Education Task Force has recently recommended sweeping changes to what we currently do in developmental education at SLCC. This program contains a significant assessment element, calling for more focused and persistent assessment of developmental education. For example, the Task Force recommends a new approach to the validation of students' developmental coursework: "Departments will consider competency-based assessment to validate completion of developmental work. Validation of completion of developmental work must be completed prior to enrollment in General Education courses." No doubt this will put assessment in a more sensitive position than it has been previously. Careful, valid assessment will be required to assure that developmental students are completing developmental work successfully and that they are being given the opportunity to proceed accordingly. Assessment of Developmental Education at SLCC will fulfill a responsible role in this new venture.

Assessment of the new General Education Program will certainly continue to demand a lot of attention in 2001 — 2002. As is the case with the programs above, the new GenEd Program will require a more concentrated focus on assessment than in years past. Significant assessment decisions must be made at a number of poignant points, as is clear in the proposed "Stages in General Education Assessment" below:

Stages in General Education Assessment
Mandatory placement — using the existing student placement procedures (allowing for necessary modifications previously recommended in the GenEd Assessment Subcommittee Report, 5/4/01)
Cornerstone assessment — providing 1) baseline student data to be used later in conjunction with other entry-level (placement) information as well as 2) preliminary assessment of students' "valuing" and basic academic skills: communicating, higher-order thinking, managing information
GenEd Competencies assessment — requiring assessment of the GenEd Program and competencies at regular intervals involving ALL who participate in the SLCC GenEd Program (as displayed in suggestions in the CBHE reporting matrix)
Capstone assessment — requiring student portfolios that may be used to assess any of the GenEd skills and knowledge areas
Exit assessment — of GenEd outcomes, using one of the nationally-normed standardized instrument(s), as stipulated by the Missouri CBHE (concurrent with Capstone assessment)

External assessment — (potentially) involving outside evaluators and/or external stakeholders

I'm not recommending a dramatic departure from what has brought us so much recent success in assessment. What I am proposing is that we refocus on gaining the benefit of assessment; i.e., the opportunity to improve teaching and learning. But to avail ourselves of this opportunity, we must allow departments and programs enough time both to initiate assessment tasks and then follow through, to "close the loop." Instead of demanding an annual flurry of new assessment projects and reports, we should establish longer assessment "cycles" and more flexible assessment "procedures" to allow departments and programs to use their results to improve what goes on in the classroom or the department. Assessment should help us to see what we're doing and how to do it better; otherwise, we're measuring just to show others that we know how.

In this effort to refocus assessment on teaching and learning, ARPs would be as involved as ever, perhaps more in the planning and consulting areas than previously. But the time devoted to retraining themselves and their departments would certainly not be spent luxuriously: this shift in focus would be very demanding for those who lead in the assessment trenches.

Here's my regimen of "refocusing" exercises for SLCC Assessment in 2001 — 2002.

Academic (Classroom and Course) Assessment

- Continue with Classroom Assessment in Fall '01 and Spring '02
- Shape and pilot program assessments, Developmental and GenEd
- Complete the process, continue to "close" the loop on existing course assessments (from the past two years)
- ARPS would

1. train on / field test CARIS by entering 2000 — 2001 data;
2. consult / advise departments in regard to proposed Developmental and General Education initiatives (especially competency-based assessment in Developmental, Cornerstone and Capstone as well as goals/competencies assessments in GenEd);
3. refine / increase assessment promotions and communications (website and publications: brochure(s), pamphlets for programs, student handbook;
4. submit CATS summaries and reports;
5. complete / implement prior (years') assessments;
6. consolidate assessments, especially in career areas;
7. cooperate and collaborate on proposed Developmental and GenEd assessment pilots.

Career Program Assessment

- Devise assessment procedures that would consolidate Career assessment efforts such as program reviews and certification reports etc.
- Complete the process, continue to "close" the loop on existing course/program

assessments (from the past two years) as well as other required program projects

- Selected (Career-area) ARPs would form a committee charged with consolidating Career assessment-related efforts and thus eliminate "add-on" tasking for Career ARPs and their departments.

College Services Assessment

- Assessment of College Services Task Force report due in Fall 2001
- Task Force recommended procedures designed during Fall 2001.
- Pilot in Spring 2002
- Procedures manual and "calendar" for Fall 2002
- College Services will complete assessment projects currently underway until the new Services procedures are designed and piloted.

Developmental Program Assessment

- Developmental areas pilots of newly required entry and exit assessments

- Selected (Developmental-area) ARPs would

1. form a team that could advise the Developmental Program about assessment and linking Developmental to GenEd assessment
2. consult with departments as they devise competency-based assessments of primary developmental areas: reading, writing, numeracy
3. consult with departments as they revise entry and exit testing
4. consult with other programs — Career and GenEd — to help create necessary assessment "bridges."

General Education Program (GenEd) Assessment

- GenEd Program pilots of newly required cornerstone and capstone assessments in addition to designated GenEd competencies assessment

- Selected (GenEd-area) ARPs would

1. consult / advise departments in regard to proposed GenEd initiatives, specifically competency-based assessments in Cornerstone and Capstone courses as well as assessments of GenEd knowledge and skills competencies
2. consult with (GenEd) departments as they collaborate to provide assessments of GenEd competencies
3. consult with (GenEd) departments / faculty as they create cornerstone course profiles / outlines
4. consult with (GenEd) departments / faculty as they create capstone course profiles / outlines
5. consult with other programs — Career and Developmental — to help create necessary assessment "bridges."

* * * *

There are many good reasons to avoid inclinations to apply the assessment brakes in 2001-2002, the most significant being that this braking action occurs naturally. Indeed, soon after the NCA Focus Visit, some departments/programs slowed in their assessment efforts, and so there is the fear now that assessment will lose all momentum if we ease off the accelerator to contemplate our next move. However, the recent and successful NCA Focus Visit does offer us some reprieve from our self-imposed and somewhat unrealistic assessment trek. We can afford to take time to look at what we've been doing to determine whether assessment is effecting the changes and improvements anticipated.

This proposed shift in pace and focus would have to be "adopted," by faculty and staff, governance, and ultimately the Leadership Team. But I think such a change as I have described makes sense for SLCC assessment in 2001-2002. We have performed remarkably in the face of pressure external to the College. However, if there is to be an academic culture that anticipates and responds to the needs of its students and the college community more so than outside accrediting bodies, we must build on our recent success and allow that culture to evolve. As a significant element of that culture, Assessment must now refocus to see what is best for the SLCC of the future.

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Assessment

SLCC Assessment Schedule 2000 – 2001

Following is a list of the important dates on the SLCC Assessment Calendar for 2000 – 2001. According to current practice, either the Assessment Resource Person (ARP) for a given department / program or the Assessment Liaison for a given College Service will facilitate the creation and submission of required assessment information; i.e., Forms B (the Plan), C (Results), and D (Use of Results). The role of the associate deans is to assist the ARPs or liaisons should they need it as well as process assessment forms of department / programs currently not served by an ARP.

For more detailed information regarding assessment forms, personnel, or other matters, please refer to the Assessment Page on the SLCC Website.

DAY / DATE	EVENT	CONTACT PERSON	(Phone extension)
Fri, Oct 13	Form B (Plan of Assessment) due	Department / Program ARP or Assessment Liaison	
Thur, Nov 2	Assessment Workshop (Academics): James Nichols	Coordinator of Assessment	5364
Fri, Nov 3	Assessment Workshop (College Services): Karen Nichols	Coordinator of Assessment	5364
Wed, Nov 22	Classroom Assessment Techniques (CATs) due	Department / Program ARP	
Fri, Dec 8	Classroom Assessment Technique (CAT) summary due	Department / Program ARP	
Fri, April 6	Form C (Results) due (from departments, programs, services)	Department / Program ARP or Assessment Liaison	

Fri, April 20	Classroom Assessment Techniques (CATs) due	Department / Program ARP
Mon, May 4	Classroom Assessment Technique (CAT) summary due	Department / Program ARP
Mon, May 8	Form D (Use of Results) due	Department / Program ARP or Assessment Liaison

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St. Louis Community College

Assessment

To: Governance Council Members

From: Developmental Education Task Force — Lillian Seese, chair

Bennie Adams
Otis Beard
Christine Carter
Gabrielle Cervellione
Stan Chambers
Ana Coelho
John Cosgrove
Lin Crawford
Jeremy Dennis
Ray Eberle-Mayse
Brenda French
Denise Josten
Sandra Knight
Helen Fields
Joan Grahlfs
Veronica Harris
Hattie Jackson
Teresa Huether
Suelaine Matthews
Chris McDonald
Suellen Meyer
Lucille Mitchell
Mary Monachella
Maureen Murphy
Vicki Perkins
Lauren Roberds
Diane Savoca
Deneen Shepherd
Jim Sodon
Augustine Spearman
Jamie Spencer
Kathleen Swyers
Richard Tichenor
Linda Turner
Lavern Vertrees
Kathy Williams
Ann Riley (ex officio)
Alice Warren (ex officio)
Sarah Perkins (ex officio)

Date: February, 2001

The purposes of the Developmental Education Task Force include the following: define the parameters of developmental education; create bridges between developmental work and college transfer work; continue building continuity from course to course and campus to campus; review and define appropriate practices and work for institutionalization of those practices; and affirm a "right to succeed" institutional perspective.

Attached please find our recommendations regarding Developmental Education. These recommendations are supported by literature we studied, by data we collected, and by the successful programs we examined. Each campus at SLCC currently has several extremely effective ways of reaching out to students in developmental courses. Our recommendations provide a systematic approach to a more structured educational experience for these students. They include the following recommendations, which have been shown to increase success and retention of students with weak basic skills:

- Development of entry and exit competencies for courses
- Specialized advising from Advisors, Counselors, and classroom teachers
- Early identification of skill levels in reading, English, and mathematics
- Required academic orientation
- Required and continuous enrollment in reading, English, and mathematics
- Restricted scheduling for non-successful students
- Access to learning communities, tutoring, SI sessions and other support systems
- Completion of basic skills courses before starting college level work
- A college wide initiative with strong campus structures, to allow for differing needs and campus configurations.

We would like your support as we go forward to the Leadership Teams with our recommendations.

Recommendations from

Developmental Education Task Force

Revised March 13, 2001

I. Recommendations **for reorganization of information in the Developmental Education Philosophy statement** (adopted by the college in Spring 1999)

It is an important component of *the St. Louis Community College mission to provide students the opportunity to develop the necessary academic skills, attitudes, and habits that contribute to success in college and the workplace. Under-prepared students deserve the opportunity to become independent learners who can take advantage of and contribute to the college-level learning environment. The process based components of Developmental Education at SLCC include: entry assessment in* reading, writing, and math; appropriate advisement and placement in developmental courses or non-course based remediation; instruction and support services tailored to meet appropriate student need; and diverse comprehensive, flexible and expedient delivery methods for remediation. This process-based approach will help students have the chance to develop the literacy and numeracy skills to support their academic goals at the community college.

II. Recommendations **for academic departments offering developmental courses**

(Basis skills in English, Reading, and Mathematics are addressed here. The College needs to identify other areas and disciplines where students' deficiencies in preparation should be considered.):

A. All developmental courses must have well-defined competencies, to prepare students to work toward beginning General Education courses. In sequential courses, the exit competencies of each course must match the entry competencies for the next course in the sequence. Departments will consider competency-based assessment to validate completion of developmental work. Validation of completion of developmental work must be completed prior to enrollment in General Education courses.

B. Students must not be allowed to register for developmental courses after classes have started. Attendance at the first class is critical, particularly for developmental students. To accommodate students who are not enrolled by the start of the semester, late start developmental courses and late start academic orientation should be available.

C. Developmental courses must have attendance policies where sessions missed have a direct impact on students' grades. As course requirements, attendance policies will necessarily be well defined in course profiles.

D. As with all students, students needing basic skills should be encouraged to enroll in a course containing instruction in basic computer skills within their first 4 major semesters (excluding summer) of enrollment at SLCC. Departments offering developmental courses should consider including competencies found in the list of basic computing skills recently compiled by the college in their courses.

E. Recognition should be given to students completing their developmental work. Examples include the Emerging Scholars program at FV, and Basic Skills certificates given at Miami-Dade and Maricopa.

III. Recommendations **for improving retention of students in developmental courses**:

A. Advisors, Counselors and classroom teachers should proactively inform students about the variety of help available to them outside of the classroom (tutors, Supplemental Instruction, child care, financial aid, counseling, etc.) so that students do not fail to complete coursework because they are not aware of this assistance.

B. Advisors, Counselors and classroom teachers should encourage students to plan for at least one full academic year to discourage "stopping out." Curriculum Guides should be designed to guide students through completion of developmental courses, and to give students a realistic view of time required to improve skill levels. Faculty in developmental courses might provide students with written recommendations regarding what course to take next in the sequence. These Guides should include samples of schedules which would allow students to enroll in 12 credit hours, and which would allow them to complete their developmental work early in their academic careers. However, the college is not responsible for creating a 12 hour schedule for students. Students who do not progress through developmental courses must be informed that they are risking losing financial aid, insurance, etc.

IV. Recommendations **regarding staff development activities**:

Staff development activities should be designed to provide techniques for working with students in developmental courses, including discussions about implementation of an early warning system for students who are not succeeding and discussions about attendance issues in developmental courses. They should be readily available to full-time and part-time faculty and staff. Several possible delivery modes already exist in the college, including Instructional Skills Workshops, the Teaching and Learning Interim Institutes offered in late May at each campus, and mentoring programs for part time faculty. Part time faculty attendance should be compensated.

V. Recommendations **for changes in district wide Policy and Procedures**:

A. Appropriate assessment and advising/counseling

Because there is currently no reading requirement, not all students currently take this portion of Accuplacer. Part-time students often register without testing. Full-time and part time students often complete over half of their credit hours at SLCC before testing and finding that they are deficient in basic skills. Not all developmental students see an Advisor when enrolling for classes.

- All full-time, first time college students and all part-time degree seeking students should take all parts of Accuplacer before registration (unless recent ACT or SAT scores are appropriately high).
- Students registering for developmental courses must see an advisor before registering.
- Students placing into developmental courses will begin taking these courses right away (see B below).
- All 100 level courses should have stated Reading, English, and Mathematics prerequisites or co-requisites (see C below).

B. Required and continued enrollment in Reading (RDG 100 and below), English (courses below ENG.101) and Mathematics (100 level courses and below)

Both full-time and part-time students placing into one or more developmental courses must enroll in these courses within their first two major semesters of attendance at SLCC. They will continue with each developmental sequence until they demonstrate that they have met the competencies defined by each department as preparing students to begin college level work. Grades of C or better will indicate that students have mastered exit competencies, and have appropriate entry competencies for the next sequential course. Grades of C or better will allow students to move to the next developmental course in a sequence for a period of one year only. If more than one year has elapsed since their enrollment in a developmental course, students must re-take Accuplacer to determine appropriate course placement.

As long as they need basic skills courses in 2 or more areas, full-time students must enroll in at least 2 developmental courses (RDG, ENG, MTH) each semester. Because reading is a necessary skill for success in academics, we recommend that students testing into or below RDG. 030 enroll in a reading course during their first semester of attendance.

Part-time students needing basic skills courses will enroll in at least one developmental course (RDG, ENG, MTH) each semester. Because reading is a necessary skill for success in academics, we recommend that students testing into or below RDG.030 enroll in a reading course during their first semester of attendance.

C. Restricted enrollment in 100 level courses

As long as they still have basic skills courses to complete, students will choose from a limited number of additional courses — those determined by academic departments and programs as being appropriate for students needing developmental coursework. These courses will be the ones in which students with deficiencies in basic skills have a reasonable chance of success. All academic departments will identify skill levels required as prerequisite or co-requisite for each course they offer (including but not necessarily limited to reading, writing, and mathematics skill areas). An appropriate person or persons will be assigned the responsibility of working with academic departments to be sure that appropriate skill levels are identified.

D. Required academic orientation

Students testing into two or more developmental courses will be required to complete a college orientation course during their first semester of enrollment at SLCC. This coursework will contain "orientation to college" and "study skills" components and will be flexible enough to accommodate different students' needs. Development of competencies in these courses will allow the college to offer varying units of credit to meet the individual needs of students testing into developmental courses and students in higher level courses as well. A list of courses with appropriate academic orientation components will be compiled.

E. Restricted scheduling for non-successful students

Students needing basic skills courses may enroll for more than 6 credit hours

(excluding developmental labs if appropriate) only if they are

- In Good Academic Standing (cumulative GPA of at least 2.0, after completing at least 6 credit hours) and
- They are not enrolled in the same developmental course for the third or higher time. Current policy requires that these students repeating courses need to meet with an advisor before registering.

F. Transcripted GPAs

In order to clearly distinguish between developmental coursework and transfer coursework, the college will compute three separate GPAs for students who have taken both developmental and college level courses:

- Developmental GPA

- College level GPA
- Overall GPA (as currently computed)

The value in having these three GPAs is that students will be more aware of what transfers to four-year schools, and that the college will be better able to assess the relationship between success in developmental and transfer coursework. We do not recommend any changes in how the overall GPA is currently used for graduation or other purposes.

VI. Recommendations **for the College Leadership Teams**:

A. The college needs to identify minimal entry-level placement guidelines for English 020, Reading 020, and Mathematics 001. The college needs to design alternative courses of study for students not meeting these placement guides. Necessary components of the alternative courses of study include alternative learning strategies, learning communities, individualized self-paced learning, allowing students to work outside of the 16 week structure, and options for students who do not make progress toward being college-ready. Appropriate referrals to ABE and GED and other programs may be appropriate.

B. In the Spring of 2000 it was recommended by the Task Force that a college-wide pilot project should begin in Spring of 2001. This pilot will take part on a small scale at first, and campus projects will have several components in common that have been shown to increase retention and success for developmental students: academic orientation, instruction in study skills, membership in learning communities, and enrollment in at least 2 of the following courses: MTH.007, ENG. 030 and RDG.030. Having these commonalities, the projects on each campus may also have differences, and results will be assessed to determine strengths and weaknesses. The leadership teams at each campus (in consultation with the departments offering instruction in developmental course) shall be involved in helping to determine

- How long the pilot projects will continue,
- Whether or not to extend learning communities to include more students in developmental courses,
- What must be done to insure that these learning communities continue to operate effectively (budgets, etc.)
- Who the person will be on each campus to oversee the operation of the learning communities on a long-term basis (see below).

C. Each campus needs to have someone to coordinate the college's developmental program locally, and there must be a good deal of college-wide coordination of the program. The Developmental Education Task Force recommends establishing a Developmental Coordinator (one faculty member with six hours of released time per semester), and one Lead Faculty Member on each campus (a faculty member with 4 hours of released time per semester) for a period of two years. These positions will be reassessed at the end of this period. The Coordinator and the Lead Faculty members will work closely with each other, sharing the following responsibilities:

    - Work with Mathematics, English, Reading and Academic Orientation faculty to develop competencies for developmental courses (beginning in

Fall of 2001) and edit the appropriate course profiles as needed

- Work with faculty to identify required prerequisite and co-requisite skill levels (beginning Fall 2001)
- Work with faculty to compile lists of non-developmental courses appropriate for students with deficiencies in basic skills (beginning in Fall of 2001)
- Work with faculty to determine which courses contain substantial academic orientation components, and which courses contain instruction in basic computer skills (beginning in Fall of 2001)
- Work with departments to continue development of assessment plans for the college's developmental programs
- Work with academic orientation faculty to continue development of a flexible mode of delivery
- Work with staff development people to design and offer opportunities for people who work with students in developmental classes
- Work with Academic Advisors to help design curriculum guides for students taking developmental classes
- Coordinate scheduling of late start classes, academic orientation classes, and classes in the pilot projects.
- Work with appropriate people to be sure that BANNER issues are attended to
- Work with appropriate people to design an alternative course of study for students testing below the entry level for MTH.001, ENG.020 and RDG.020. .
- Design a recognition process for students completing developmental coursework
- Facilitate the implementation and possible expansion of developmental pilot projects (beginning Fall of 2001)
- Monitor efficacy of developmental pilot projects
- Continue working to develop a program model for the campus
- Work to unify developmental curriculum across the district

D. The college must make a commitment to provide some degree of protection for non-developmental faculty and programs as these recommendations are put in place.

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St. Louis Community College

Assessment

May 4, 2001

St. Louis Community College

St. Louis, MO

Subcommittee Members

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Overview

The Assessment Subcommittee's charge was to develop and propose an initial assessment plan for the new General Education program based on collaboration with the Competency-based Subcommittees.

This group included the Coordinator of Assessment, an Institutional Research representative, three members of the District Assessment Council (one from each campus), a representative from a Missouri knowledge area, a representative from a Missouri skill area, several faculty members, and one administrator.

The Assessment Subcommittee began by determining the present status of the assessment of General Education. This was done primarily by reviewing the Competency Committee reports and soliciting information from participating members of the Subcommittee. Next, the Subcommittee decided to consult with the chair of each Competency Committee "to better understand how, according to this report, assessment of this competency would work." Following this, the Subcommittee teams prepared written "status reports" clarifying the positions or statements of the Competency Committees' reports so that we might integrate all General Education assessment efforts, both current and new, into the initial College General Education Assessment plan.

In devising this report, the Subcommittee considered the following questions:

1. What do we want our students to know after completing a 42 semester-hour block of General Education at SLCC?
2. What have we learned from GenCat and other locally developed instruments, and how can we use that information?
3. Should entry assessment be expanded to all students?
4. How should exit assessment document competencies at the 42 semester-hour General Education level and document achievement of the eight Missouri goals?
5. What cognitive, behavioral, and affective assessments are appropriate and useful?
6. What are the interrelationships of the eight Missouri goals and SLCC competencies and Levels One, Two, and Three of assessment?
7. What testing concepts, like validity, reliability and standardization, need to be addressed?
8. What multiple measures should we use to find out what our students are learning?

Answers to the above questions are provided — explicitly or implicitly — in the explanations and recommendations that follow. We contend that answers to the above presuppose that assessment at SLCC must comply with the ethics and standards of fair practice. The following descriptions and suggestions corroborate that GenEd Assessment at SLCC will parallel overall assessment at SLCC. This will further the College's goal to continuously improve teaching and learning and will satisfy accrediting agencies that expect the College to adopt a consistent, professional approach in implementing assessment of student GenEd outcomes.

Consequently, the SLCC General Education Assessment Subcommittee proposes that the College consider both the existing academic culture and the substantial changes required of that culture to meet the objectives of the new GenEd Model. In doing so, the Subcommittee has considered the following areas:

- Principles of "Good Practice" in SLCC General Education Assessment
- Recommendations for Adjustments to SLCC Entrance and Exit Procedures
- Recommendations for Assessment of GenEd Competencies
    - Direct Measures
    - Indirect Measures

    - Specific Assessment of Missouri GenEd Competencies

  - Innovations Offered to Support These Recommendations (preliminary list, Appendix A)

Principles of "Good Practice" in SLCC General Education Assessment

General education assessment initiatives will comply with the guidance provided in the General Education 2000 Task Force Report. To infuse SLCC assessment initiatives with "best practices," recognized nation-wide, compliance with the standards detailed in the following guidelines is advocated:

Principles of Good Practice for Assessing Student Learning

The Code of Fair Testing Practices in Education

Rights and Responsibilities of Test Takers: Guidelines and Expectations

Ethical Guidelines for Statistical Practice

In addition to the guidance provided in these documents, the Subcommittee has formulated the following principles of "good practice" which should be applied in assessing the SLCC General Education program.

1. It must be equitable; i.e., it must be as fair as possible for as many students as possible.

2. It must be based on clearly stated learning outcomes.

3. It must be matched to what is taught and vice versa.

4. Its emphasis must be on program assessment.

5. It must use multiple criteria and kinds of measures.

6. It must be formative rather than summative, providing information for continuous improvement rather than summative evaluation of student or program performance.

1. It must be communicative to students, faculty, staff, administrators, and external stakeholders.
2. It must solicit input from students, faculty, staff, administrators, and external stakeholders.

9. It should be timely; i.e., assessment should occur at key decision points in the General Education curriculum.

1. It should be efficient, requiring minimal intrusion or interruption of academic schedules.
2. It should be cost effective, employing both acceptable sampling techniques as well as existing and proven measures that provide multiple measurements acquired in a single testing episode.
3. It must be consistent with the College's Mission Statement and 2000 - 2001 SLCC General Education Goals and Competencies statements.

Recommendations for Adjustments to SLCC Entrance and Exit Procedures

Key "decision points" (Number 9 above, Principles of "Good Practice" in SLCC General Education Assessment) in any SLCC student's GenEd curriculum would obviously be at the beginning and the end of that curriculum. The decisions made at these points would be significant for both students and the College. For students, the information provided by any assessment required at these points should help them make academic decisions. For the College, assessment of students upon entrance to and exit from the GenEd curriculum or College should influence the direction the College takes in devising or revising elements of its GenEd curriculum.

Consequently, the GenEd Assessment Subcommittee recommends that a number of "considerations" be addressed when restructuring the GenEd entrance and exit assessment.

Entrance Testing and Placement

° reconsider the current placement tests and especially their potential use for internal pre-and-post studies to determine overall student progress in GenEd competencies

° reconsider the current placement test procedures, specifically the practice of periodically adjusting ACCUPLACER placement scores in English and mathematics

° reconsider the current placement procedures pertaining to placement and advising of new and (incoming) transfer students, especially in regard to eventual fulfillment of required GenEd competencies

° consider the role assessment should play in the "cornerstone" course, one of the Foundation Courses in General Education proposed by the GenEd Model Drafters

Exit Testing

° reconsider the exit testing requirement to reflect new GenEd policies; and so, require standardized "exit" testing following completion of 42-45 GenEd credit hours

- reconsider current (sampling) policy requiring only students intending to complete their associates degrees to complete exit testing; i.e., require all students seeking SLCC GenEd certification to complete exit testing

- reconsider current policy requiring students to complete only one randomly selected area of the current GenEd exit test; i.e., make exit testing more comprehensive

- given the proposed increase in student use of exit testing, reconsider the exit test instrument -- the CAAP -- currently used, with particular attention to cost, reporting of results, and efficiency

- adopt alternative means of exit assessment in addition to the standardized tests currently in place; for example, the following activities commonly used in performance-based assessments would meet the College's purposes as well as facilitate more direct use of results for the continuous improvement of teaching and learning:

portfolios, assembled by both students and faculty

capstone experiences (as described by the GenEd Model)

student and faculty surveys

internship reports

service learning projects

culminating projects

student reflections

Recommendations for Assessment of GenEd Competencies

A rule usually observed by those who strive to do the "best" assessment of student learning is "use multiple measures!" The underlying belief is that a single measure of what students have learned may not provide the whole picture. And so, more views may.

Following are some "best" practices commonly used in assessing students in

General Education. And since the number of worthwhile practices is only limited by the vision of those who conceive them, there are many means by which courses or experiences might be assessed for their ability to generate GenEd outcomes or by which students might be assessed for their acquired knowledge of GenEd. Based on the GenEd Goals and GenEd Competencies reports, we have determined that both direct (requiring use of the academic skill or knowledge area) and indirect forms ("simulating" use outside a specific context — of the skill or knowledge) of assessment are commonly used by SLCC instructors as well as their departments and programs to determine whether GenEd goals and competencies are being reached.

Following is a list of the direct and indirect means of assessment used in conducting SLCC course and program assessment. As defined by Trudy Banta and Catherine A. Palomba in *Assessment Essentials (Jossey-Bass, 1999)*, "Direct measures of learning require students to display their knowledge and skills as they respond to the instrument itself," whereas indirect measures "such as surveys or interviews ask students to reflect on their learning rather than to demonstrate it." We offer this list of both direct measures — objective tests and performance-based tasks — and indirect measures as an indicator of what instructors / departments generally use to assess students' learning experiences to determine whether SLCC GenEd goals are being reached. Later in this section of our report, a list of assessment devices used to assess particular GenEd competencies is also provided.

Direct Measures

portfolios of student work

common items on cooperating instructors' or departmental exams

locally developed assessments, such as GenCat (General Education Communication Assessment Tool)

analyses using a rubric or checklist of assigned written and spoken performances (essays, exams and oral presentations)

competency-based exams

problem-based learning tasks

culminating projects (such as those used in Economics, a "price index")

capstone courses, activities, or performances (as in performing in a play or skit)

videotapes of demonstrations and performances

critical thinking test(s), such as the California Critical Thinking Disposition Inventory

Collegiate Assessment of Academic Proficiency (CAAP) tests (currently used as SLCC exit testing)

case studies

analysis (holistic, primary trait) of randomly selected items of student work, perhaps provided in teaching portfolios (collections of teaching materials and sample assignments)

licensure and certification exams

standardized exams in specific disciplines (such as a national standardized Spanish exam or the TUCE Test for Economics)

Classroom Assessment Techniques (CATs)

Indirect Measures

student "reflections"

self-assessment devices, including checklists and logs, such as Shumer's Self-Assessment for Service-Learning

surveys

taxonomies, such as Holland's taxonomy

teaching portfolios (requiring analysis of collections of teaching materials and sample assignments)

oral and written responses on learning communities

reports and accounts on internships

service learning projects

external expert evaluation

Specific Assessment of Missouri GenEd Competencies

Following is a list of assessment devices often used at SLCC and/or suggested for use to assess the specific Missouri GenEd Competencies indicated.

Communicating

- Watson-Barker Listening Test
- GenCAT, a locally developed communicative abilities test created by Longview Community College (KC Metro)

- Portfolios of student work
- Common items on cooperating instructors' or departmental exams
- Student reflections
- Classroom Assessment Techniques (CATs)
- Analysis of role-playing situations according to a departmental rubric

Higher Order Thinking

- California Critical Thinking Disposition Inventory
- ACT - CAAP test
- writing portfolios
- analysis of small-group discussions focusing on: problem-solving, decision-making, public speaking, debates, brainstorming, peer editing, panels, forums, symposia, etc.
- analyses of representative samples of oral assignments, presentations, interviews etc. by faculty, administrators, student peer panels, or community members, using a specific list of criteria which is provided to students in advance

Humanities and Fine Arts

- portfolios
- juried critiques of presentations and performances, both live and videotaped
- student reflections on artistic and social movements in history
- brief in-class writing to facilitate classroom discussions on the aesthetic value of a literary work, painting, sculpture, etc.
- surveys assessing cultural tastes, interpretations, and reactions to art
- analyses of annotated bibliographies detailing the relationships between works of art, criticism, and history

Life and Physical Sciences

- analyses of samples of student work from laboratory experiments and student lab books
- Classroom Assessment Techniques (CATs)
- common embedded items to be included on specific items across a course
- common embedded mathematics questions that assess prerequisite mathematics proficiency
- student portfolios
- student surveys
- teaching portfolios

Managing Information

- portfolios
- common items pertinent to information literacy on examinations
- analyses of student work according to a rubric
- student self-assessment
- competency-based exams
- problem-based learning tasks
- culminating projects

Mathematics

- gateway tests for mastery of a particular mathematical concept
- common embedded items on cooperating instructors' or departmental exams
- shared assessment handout on a specific topic
- portfolios
- student reflections
- assignments that require students to demonstrate competency in modeling and interpreting data as well as use of appropriate technology

Social and Behavioral Sciences

- case studies (historical and contemporary)
- measures of intercultural competence
- locally developed tests of applied knowledge of U.S. and Missouri constitutions
- behavioral analysis of collaborative activities

- critiques of class activities

- DANTES Social Science standardized tests

Valuing

- measures of interpersonal competence
- measures of conflict resolution
- behavioral analysis of dialogue groups
- computer-based simulations; e.g., ethical dilemmas

Conclusion

The purpose of this report is to inform the General Education Steering Committee (GESC) and the GenEd Model Drafters of the multiple roles assessment may assume in the new GenEd Program. We appreciate the speedy pace with which GESC and GenEd Model Drafters have had to contend because of the mandated timeline. This pace has affected our deliberations as well, especially in regard to our ability to "fill in the blanks" necessary to describe specific plans or practices that could be implemented. Nevertheless, the Committee believes that this report provides a practical framework that can be used to implement GenEd Assessment at St. Louis Community College. Moreover, the Committee contends that the recommended principles as well as many of the assessment practices espoused here must be integral to the Model for the sake of its integrity and the students who will stake their academic futures on it.

Appendix

Innovations Offered to Support These Recommendations

Although we affirm that much of what is needed to sustain the proposed SLCC GenEd assessment plan is already in place, we acknowledge that we must also consider one final question: "To fulfill the plan for GenEd assessment we have proposed, what would we need that we don't have now?" Following is our "wish list" of innovations that we consider necessary to advance some of the recommendations provided above:

1. communications lab

   The Communication Skills Lab would be a physical place where students and faculty could receive qualified instruction to improve their communication skills. Students would have the opportunity to obtain assistance in areas such as: presentation skills, communication anxiety, interviewing skills, small group skills, etc. Faculty would benefit from the lab in areas such as: improving their own presentation and classroom management skills, obtaining grading rubrics for communication related assignments, having a place to refer students needing to improve their communication skills, etc. Additionally, the lab could be the place to conduct the assessment of communication for all GenEd students.

2. computer literacy
3. a GenEd Assessment program (as outlined below) consisting of multiple measures applied at various intervals during the program.

Assessment of General Education
Mandatory placement
Cornerstone assessment
"Constructive" assessment (periodic assessments of the GenEd program / competencies, perhaps through the proposed Assessment Day described in #4 below)

Capstone assessment
Exit assessment (concurrent with Capstone assessment, probably using standardized instruments as stipulated by the Missouri CBHE)
External assessment (involving outside evaluators and/or stakeholders external to the College)

4. an Assessment Day (as outlined below)

SLCC Assessment Day

"A Day Dedicated to Constructive Assessment..."

of Instruction (Faculty & Staff)

- Teaching portfolios

- Faculty surveys
- Faculty focus groups
- Course assessment(s)
- Program assessment

of Outcomes (Students)

- Multiple measures (direct and indirect)
- Competency clusters
- 2-year testing cycle
- Stratified samples of students (by GenEd credit hours)
- Self-assessment
- Satisfaction surveys

5. promotions focusing on the value of GenEd and GenEd assessment in an attempt to increase student motivation

6. portfolio machinery

7. revised assessment cycle or calendar (referring to #s 3 and 4 above)
8. assessment provisions at the "cornerstone" level

9. multiple assessment options at the "capstone" level
10. expanded role for testing / assessment centers
11. expanded location / role for Centers for Teaching and Learning
12. expanded role / interaction of Student Services
13. clearer articulation with the SLCC Developmental Program
14. increased support of faculty/staff education and training in assessment theories and methods as well as the use of assessment results
15. increased involvement of students in the planning and delivery of GenEd assessment

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